2017 ANNUAL REPORT

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PHOTOGRAPHY
Fundación Escuela Nueva Volvamos a la Gente – Archives

TRANSLATION
Octavio Londoño
Reflection 2017 ......................................................... 04

1. About FEN
   - Mission & Vision .................................................. 06
   - Theory of change ............................................... 07
   - Programs ......................................................... 08
   - Strategic areas ............................................... 09

2. Projects
   - Where do we work? ........................................... 11
   - Strategic partners ........................................... 12
   - Projects ......................................................... 13
   - Study missions and international visits ............. 20

3. Research and Evaluation
   - Evaluations .................................................... 22
   - Publications ................................................. 23

4. Community Connections
   - Documentation Center REN ............................... 26
   - Community of Practice .................................... 27
   - Volunteer and Internship Program .................... 29
   - Communication ............................................... 30

5. A global movement
   - National and international participations .......... 32
   - Awards and recognitions .................................. 34
   - FEN anniversary ............................................. 35
   - History of Escuela Nueva ................................. 36

6. Financials .......................................................... 38
2017 was a year of celebration for our organization. It was our 30th anniversary, a milestone that filled us with joy and satisfaction. **30 years of experience invite us to look back and observe with great satisfaction the work done, and to take a step forward and visualize the broad path that we still must travel.** Many emotions, including gratitude, fill our hearts as we understand what it means for our organization to have completed three decades of committed work. We particularly have immense gratitude towards all those who have participated in some way in the construction of what is now Fundación Escuela Nueva.

As part of the celebration, **we launched the book "History of Escuela Nueva in Colombia. A pedagogical renewal for the 21st century."** This work, presented by former President Belisario Betancur, presents the history of the model in the country since its inception 43 years ago and the result of the work we embarked on several years ago to recover the memories and anecdotes of all those who have made part of this story.

Aside from our anniversary, 2017 was also a year of celebration because of important recognitions we received. On a national level, the newspaper El Colombiano granted us the **“Exemplar Colombian” award for the category Childhood – Exemplary Institution;** and internationally we received the **“Education Protagonists” award from the Spanish group Siena Comunicación and its publication Periódico Magisterio.** These awards are a great incentive to continue believing in what we do, and to doing it better, transforming the lives of children, youth, teachers and communities through a quality whole child approach to education. Likewise, these awards strengthen us and continue to position us globally as a technical reference that contributes to improving the lives of the most vulnerable, through an education centered on the student.

In this 2017 annual report we want to share the activities, recognitions, releases and strategic projects that allow us to continue building our future, strengthening a great coalition of allies and friends with the common purpose of achieving social change.

Vicky Colbert
Founder and Executive Director
1. ABOUT FEN
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

We want to be a global reference for active and personalized learning based on the Escuela Nueva model: and we want to lead a global movement to improve the lives of the underserved through this educational model centered on the learner.
THEORY OF CHANGE

WHAT IS ESCUELA NUEVA?

A pedagogical model that transforms the conventional school and the way we learn.

Promoting:
- Child-centered, student-driven learning
- Different learning paces
- Creative collaboration
- Democratic participation values
- Strong school-community relationship
- Fostering development of cognitive & social competencies
- Peace and democracy

Made possible by:
- Effective experiential training
- Microcenters promoting professional learning networks
- Learning guides that promote dialogue and interaction

Resulting in:
- Happy, capable, confident youth that learn to learn
- Necessary for peace and democracy
PROGRAMS

**Escuela Nueva Activa**
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** use and apply the strategy and materials of Escuela Nueva Activa to highly vulnerable contexts and populations by offering a safe and caring environment as well as flexibility in the learning process.

**“Círculos de Aprendizaje” (Learning Circles)**
Learning Circles aim to reestablish the right to a quality education of marginalized out-of-school children by promoting their reintegration into the education system.

**“Círculos para Enprender”**
This program offers academic support and promotes social skills that facilitate the development of a life project for at-risk children.
STRATEGIC AREAS

In order to continue building up as a technical reference and moving forward the Escuela Nueva Movement, we focus our work in the following strategic:

Partner Support and Technical Assistance
- Develop success stories through the model’s complete implementation in formal educational settings and offer technical assistance.
- Design customized solutions based on principles and methodologies of the Escuela Nueva model and its adaptation to new contexts and audiences.

Community Connections
- Build a Learning Community with our partners to generate and manage knowledge.
- Connect academic partners.
- Systematize experiences.
- Disseminate publications and academic events.

Research and Evaluation
- Promote research and evaluation on the impact of Escuela Nueva in partnership with academic and research institutions.
- Develop standardized assessments and metrics to measure the non-cognitive and academic dimensions of the Escuela Nueva model.

Strategic Partnerships
- Create a coalition of global multi-sectorial partners that help consolidate the Movement and fund the development of strategic programs and projects.
2. PROJECTS
WHERE DO WE WORK?

Aggregate scope of our projects 2017:

<table>
<thead>
<tr>
<th>Region</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNDINAMARCA</td>
<td>Supía, Pácora, Riosucio</td>
</tr>
<tr>
<td>CALDAS</td>
<td>SUPÍA, PÁCORÁ, RIOSUCIO</td>
</tr>
<tr>
<td>CASANARE</td>
<td>PAZ DE ARIPORO, RESGUARDO CAÑO MOCHUELO</td>
</tr>
<tr>
<td>SAN JOSÉ DE FRAGUA</td>
<td></td>
</tr>
<tr>
<td>QUINDÍO</td>
<td>Armenia, Calarcá</td>
</tr>
<tr>
<td>TOLIMA</td>
<td>Rióblanco, Ataco, Chaparral, Planadas</td>
</tr>
<tr>
<td>VALLE DEL CAUCA</td>
<td>Zona rural de Cali</td>
</tr>
<tr>
<td>SANTANDER</td>
<td>CÓMBITA, Tunja</td>
</tr>
<tr>
<td>MAGDALENA</td>
<td>Zona rural de Bucaramanga</td>
</tr>
<tr>
<td>BOYÁCÁ</td>
<td>BOGOTÁ, USME</td>
</tr>
<tr>
<td>CASANARE</td>
<td>PAZ DE ARIPORO, RESGUARDO CAÑO MOCHUELO</td>
</tr>
<tr>
<td>VICHADA</td>
<td>LA PRIMAVERA, BARRANCOMINAS, RESGUARDO MINITAS MIRO LINDO</td>
</tr>
<tr>
<td>TOLIMA</td>
<td>RIOBLANCO, ATACO, CHAPARRAL, PLANADAS</td>
</tr>
<tr>
<td>VAUPÉS</td>
<td>MITÚ</td>
</tr>
<tr>
<td>CAQUETÁ</td>
<td>SAN JOSÉ DE FRAGUA</td>
</tr>
<tr>
<td>GUAINÍA</td>
<td>INIRIDA</td>
</tr>
</tbody>
</table>

6,308 Students  453 Teachers  86 Schools
Throughout the years, we have built a coalition of allies from different sectors, with whom we have worked with the common goal of contributing to improving the quality of education from an integral, whole-child perspective.
We carry out different activities to implement **Escuela Nueva Activa** and **Escuela Activa Urbana**. Among these activities we highlight:

<table>
<thead>
<tr>
<th>Teacher training workshops</th>
<th>Provision of Teacher Training Manuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microcenters</td>
<td>Provision of Learning corners</td>
</tr>
<tr>
<td>Online support</td>
<td>Classroom libraries</td>
</tr>
<tr>
<td>Classroom visits – in situ</td>
<td>Systematization</td>
</tr>
<tr>
<td>Provision of Learning Guides</td>
<td>Monitoring</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
</tr>
</tbody>
</table>
Educapaz (Colombia)

The National Program for Peace Education Educapaz is an alliance of civil society organizations to help build peace in Colombia through quality education.

Partners
- Programa Aulas en Paz – Corporación Convivencia Productiva
- Fundación para la Reconciliación – Centro de Evaluación
- Universidad de los Andes; Centro de Investigación y Educación Popular/Programa por la Paz, Fe y Alegria Colombia, Pontificia Universidad Javeriana de Cali and Fundación Escuela Nueva Volvamos a la Gente.

Allies
- Fundación Avina, Redprodepaz, Centro Latinoamericano de Aprendizaje y Servicio Solidario

Start date: 2014
End date: 2025

Where?
- Territory No. 1: Tolima, Colombia
  - Ataco, Chaparral, Rioblanco and Planadas.

Enrique Váquiro
Supervisor/Secretary of Education Tolima

How would you evaluate Educapaz’s work in the department of Tolima?
“Educapaz came to Tolima to share knowledges, experiences and learning that, step by step, were paired with the opportunities of the territories visited; the disposition of the people, the political will, the interest of the educational sector and the expectation of the community, to propose an intervention in the territory–contextualized and real, aimed at improving the right to education, at a time in which strategies and dynamics in accord with the peace agreements are required.”


RURAL EDUCATION

1. Alliances and territorial coordination:

During the first semester of 2017, as a Program we held several meetings to promote trust building and work agreements in the department of Tolima with the aim of advancing in the identification and construction of working agreements with strategic actors in the area.

2. Construction of Municipal Educational Plans and Municipal Educational Tables:

Design and development of a diploma course for territorial stakeholders on Participative management of public education policy. The aim of this course is to articulate the territorial stakeholders around the development of educational policy and encourage them to participate in the construction of Municipal Educational Plans.

3. Selection of schools:

Finally, a public call was made to all rural schools in the municipalities of Ataco, Chaparral, Rioblanco and Planadas. More than 250 schools participated in this call, which resulted in the selection of 100 of them for the project.

After this, we had constructive and participatory dialogues with each school, through visits, focus groups, workshops and information gathering.

CITIZENSHIP EDUCATION, EDUCATION FOR RECONCILIATION AND SOCIOEMOTIONAL EDUCATION

This proposal for the transformation of relationships within the educational communities was carried out in schools in Ibagué, Chaparral, Bogotá and Cali. During 2017 these schools participated in: trainings by the facilitator team, school orientation, and training workshops with teachers and administrators.

RESEARCH AND INCIDENCE ON PEACE EDUCATION POLICIES

At the national level, important round tables were held in three key areas: Rural Education, Peace Education Policy, and Support for the Preparation of Agreement Implementation Projects and Rapid Response for the Post-Conflict.

At the regional level, we organized visits of the national public authorities to the department of Tolima.

Monitoring and evaluation system:

We advanced in the design of the Educapaz monitoring and evaluation framework and the first stage of the baseline survey.

Nueva Antioquia – Dept. Vichada (Colombia)

In September 2017, we completed the first phase of the Educational Improvement Project at the Victor Samuel Andrade school, in the jurisdiction of Nueva Antioquia, municipality of La Primavera, Vichada. As a complement to the training processes developed during 2015 and 2016, in situ support was reinforced in 2017 to strengthen the implementation of the Escuela Nueva Activa model.

During the systematization, important advances were observed in the following areas, among others: 1) organization of the students and teachers, generated by the implementation of the Student Government, 2) strengthening of the relationship with the Escuela Normal Superior (Teachers College) of Puerto Carreño, and 3) improvement on student behavior, as reported by the teachers.

<table>
<thead>
<tr>
<th>Partners</th>
<th>– AGROPECUARIA BAMBUJA SAS</th>
<th>– Secretary of Education of Vichada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date:</td>
<td>10/2015</td>
<td>Duration: 34 months</td>
</tr>
<tr>
<td>End date:</td>
<td>09/2017</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td>Jurisdiction of Nueva Antioquia, municipality of La Primavera (Department of Vichada)</td>
<td></td>
</tr>
</tbody>
</table>

Bucaramanga (Rural) – Depto. Santander (Colombia)

This project proposes the implementation of the Escuela Nueva Activa model in 2 phases. The activities developed in this first phase promoted trust among the teachers, which will facilitate the appropriate development of activities in the classroom. Phase 2 will continue in 2018.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Secretary of Education of Bucaramanga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date:</td>
<td>09/2017</td>
</tr>
<tr>
<td>End date:</td>
<td>12/2017</td>
</tr>
<tr>
<td>Duration:</td>
<td>3 months</td>
</tr>
<tr>
<td>Where?</td>
<td>20 rural schools in Bucaramanga</td>
</tr>
</tbody>
</table>

Highlighted Results*

<table>
<thead>
<tr>
<th>Students perception of the academic support offered by their teachers (Scale 1 to 5).</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.68</td>
<td>3.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of students with academic self-esteem (self-efficacy in academic activities) (Scale 1 to 5).*</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2</td>
<td>3.98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of students who state they establish classroom rules concertedly with teachers.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27%</td>
<td>57%</td>
</tr>
</tbody>
</table>

*After 21 months
**Sub dimension of the Cooperative learning

According to the facilitators’ observations, the workshops promoted three fundamental understandings regarding EN: collaborative learning, active pedagogy, and the appreciation of differences. Additionally, some teachers who participated in the workshops expressed that these understandings about the model were useful as they enriched their initial ideas about Escuela Nueva Activa.
### 12 rural schools 2017

In 2015, we proposed a project to improve the quality of education of 12 rural schools in 6 municipalities of Boyacá, Cundinamarca and Cali, Colombia. The proposed strategies allowed reinforcing the ties between the educational community, by offering face-to-face and virtual meeting spaces for teachers to feedback their work and manage knowledge about Rural Education, and particularly the EN model.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Porticus Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date:</td>
<td>10/2015</td>
</tr>
<tr>
<td>End date:</td>
<td>12/2017</td>
</tr>
<tr>
<td>Duration:</td>
<td>26 months</td>
</tr>
<tr>
<td>Where?</td>
<td>Cómbita – Boyacá, Zipacón – Cundinamarca; municipalities of Cali – Valle del Cauca; Usme – Bogotá</td>
</tr>
</tbody>
</table>

#### Activities
- Workshops
- Microcenters
- Online support
- Visits – in situ
- Learning Guides
- Learning corners
- Libraries
- Systematization
- Monitoring
- Evaluation

#### Highlighted Results:

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased cooperative learning (Scale 1 to 5).</td>
<td>4.15</td>
</tr>
<tr>
<td>Proportion of students with Normal levels of self-esteem.</td>
<td>88%</td>
</tr>
<tr>
<td>Proportion of students who state they establish classroom rules concertedly with teachers.</td>
<td>23%</td>
</tr>
</tbody>
</table>

*After 15 months.*

*The observation of the process in Usme showed that “the teachers were concerned to transform their spaces to create a much more pleasant environment for their students”.*

### Santiago de Cali (rural) – Dept. De Valle del Cauca (Colombia)

During 2017, we carried out the third phase of the project to improve the quality of education in rural areas of the city of Santiago de Cali. This process began in 2015 and 2016, and in 2017 we reinforced the development of Productive Pedagogical Projects (PPP) with the students. These projects are an educational strategy that seeks to apply learning and promote entrepreneurship by working with the resources of the environment and with the community.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Secretariat of Education of Cali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 3</td>
<td>2017</td>
</tr>
<tr>
<td>Where?</td>
<td>14 rural jurisdictions, municipality of Cali</td>
</tr>
</tbody>
</table>

#### Activities
- Workshops
- Microcenters
- Online support
- Visits – in situ
- Learning Guides
- Learning corners
- Libraries

#### Highlighted Results:

- The Secretariat of Education of Cali (SED) was highly committed to promoting and supporting the implementation of the EN model in the schools.
- Parents were involved in different activities, including the implementation of the Student Government, the Work Plan and the use of the Learning Guides. This involvement showed the teachers that parents can be engaged in the learning process of their children.
- Administrators and teachers in each school recognized the importance of the PPP.
- We held the First Rural Education Forum (Santiago de Cali) “Building Roads of Peace and Opportunities for Rural Educational Communities with Quality and Pertinence”. The SED, Core Directors, school Principals and FEN staff participated in the Forum.

“What I would highlight most about this project is that students have become much more autonomous in their work and more critical in different situations. The work with the Learning Guides fosters their reading level and the collaborative work between them, each group has its own leader. The teacher is now a guide, we no longer give lectures”.

Teacher Julio César Quintero, Francisco Miranda campus, IE Francisco Lloreda Meda.
We started the implementation of EN in 15 rural schools in El Caimo (rural area in Armenia). In addition to the regular activities, this implementation also involved, among other activities we launch the Amani Project for the first time in Colombia with the organization Children in Harmony. Participation in the Agroindustrial Fair of a school (La Esperanza) and the development of an Achievements Day. Thanks to these activities and the work done, we observed high levels of motivation among teachers participating in the different workshops to implement the model in each of their schools. In cooperation with Children in Harmony organization, we developed the Amani project for the first time in Colombia. This project combines the learning theory of the Yale Center for Emotional Intelligence with music therapy and music creation in order to develop skills and values in children that allow them to create a more equitable and just world.

In dialogue with the teachers, they expressed the importance of being able to resume a successful experience (the EN model) with which they had already worked in previous years. The children participated in all the activities—such as in the creation of the Student Government, with great enthusiasm and were internalizing the work with the Learning Guides better and better. [...] The support of the partners was key to the success of this Project.

FEN team, Myriam Mazzo
**“SAI”: Phase 2 (Colombia)**

In August 2017, we started a new phase in the implementation of the project SAI Sabiduría Ancestral Indígena, in English: Recognition of Indigenous Ancestral Wisdom. This initiative of the Sura Foundation incorporates in this phase pedagogical accompaniment to 20 schools that have the IAW material (books and digital applications) to enhance their use in the classroom. The project ends in mid-2018 and includes design of instruments, classroom visits, “Lessons learned” and “Days of achievements”. The participating educational centers represent a wide variety of contexts, from mostly indigenous to mostly mestizo and are distributed in 9 Colombian departments and Bogotá.

**Where?**
- Caldas: Supía Pácora Riosucio
- Casanare: Paz de Aríporo – Resguardo Caño Mochuelo
- Caquetá: San José de Fragua
- Cundinamarca: Nocaima, Bogotá
- Guainía: Inírida
- Magdalena: Santa Marta
- Quindío: Calarcá
- Vaupés: Mitú
- Vichada: Barrancominas – Resguardo Minitas Miro Lindo

**80 Trained teachers**

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**“Círculos para ENprender” – Soacha (Colombia)**

2017 was the second consecutive year of a proposal aimed at complementing and reinforcing the educational efforts carried out in the Totto al Tablero program, through the Círculos para ENprender program for children and adolescents served by the Fundación Semilla y Fruto in Soacha. Totto and FEN have had a great interest in promoting a change of mentality in children and young people and supporting their educational process to help overcome the pitfalls of poverty and sensitize them towards the construction of a responsible life project. The flexible characteristics of the EN pedagogical model respond to the socio-affective development needs of the students and to the improvement of their academic and social competences.

**Where?**
Soacha, Bogotá.

**80 Students**

---

**Highlighted results:**

Positive changes in cognitive and socio-emotional aspects of the participants in the program have been evidenced since 2016. These changes include, among others, improved grades in mathematics and language arts among some students, and improvement in self-esteem, communication skills and democratic behavior. In mid-2017 a comparative exercise showed that a significant number of participants who completed the 2016 and 2017 Base Lines continue to show improvements in their self-esteem, democratic behavior and communication skills.

- An increase of 16% in the normal levels of self-esteem in children and young people.
- A 16% increase in willingness to cooperate with each other.
- An improvement of 11% in the disposition towards democratic behavior. (link)

“Children are increasingly involved with the Student Government, which is evidenced by a better organization of the spaces, greater commitment to the projects of the Committees, better relations of coexistence and more self-regulation. Luz Dary Rojas, Trainer and Pedagogical Adviser FEN

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**Totto Fundación Semilla y Fruto**

**Start date:** 02/2017
**End date:** 11/2017

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**SURA Foundation**

**Start date:** 08/2017
**End date:** 08/2018
**Duration:** 12 months

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**Partners**
- Totto – Fundación Semilla y Fruto

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**Activites**
- Training workshops
- “Lessons learned” Schools
- Classroom visits
- “Days of achievements”
SPECIAL PROJECTS

FirstBook

Thanks to a donation agreement with the North American organization FirstBook, in March, we provided 572 reading books to 100 students from 4 schools in the group of Rural Schools in Usme Alto in the Locality of Usme, Bogota. This alliance seeks to promote the habit and love for reading in children who attend these schools. (More information)

<table>
<thead>
<tr>
<th>100</th>
<th>572</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Books provided</td>
</tr>
</tbody>
</table>

Amani Project – Children in Harmony

In cooperation with Children in Harmony organization, we developed the Amani project for the first time Colombia. This project combines the learning theory of the Yale Center for Emotional Intelligence with music therapy and music creation in order to develop skills and values in children that allow them to create a more equitable and just world. (More information)

Partner  | Children in Harmony
Implementation | One-week workshop with students and teachers
Where? | Armenia, Quindío
Activities
- Workshops with teachers.
- Workshops with students. Students participate in activities that introduce basic musical theory, emotional intelligence and musical composition.
- Delivery of musical instruments.

<table>
<thead>
<tr>
<th>40</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

“I was very touched by the creativity of the teachers and students to develop the musical activities.” Teacher Carlos Alberto Carmona IE Río Verde Bajo – Campus La Cabaña, Quindío.

The Amani Project uses music to help students understand and manage their emotions, feel and show empathy for others, and establish and maintain positive relationships. We are delighted to partner with FEN for this initial phase of the Amani Project, and we are even more excited to take it to the next level. The student leaders of this first activity will later open their own Amani Project Clubs, inviting more friends and classmates to learn about emotional intelligence and making music. We started in Armenia and we hope to expand across Colombia in the coming years. Andrew Lewis and Erick Gregory – Amani Project

Annual Report 2017
STUDY MISSIONS AND INTERNATIONAL VISITS

Study missions are an excellent opportunity to understand Escuela Nueva as a systemic intervention that transforms schools, as well as visiting Escuelas Nuevas in action. They are also a space to strengthen our coalition of partners.

Puerto Montt – CHILE
Study mission of 11 teachers
06/11/2017 – 10/11/2017
Places visited: Rural and urban schools in Armenia, Cali and Bogotá (Colombia).

Bill and Melinda Gates Foundation – USA
27/03/2017 – 29/03/2017
Places visited: Rural and urban schools in Tunja and Combita (Colombia).

“A big thank you, for making this such a great and inspirational trip for me, both professionally and personally.”
Uche Amaonwu

Boston College – USA (Research)
Visit: Michael O’Connor y Juan Cristóbal García
16/10/2017 – 18/10/2017
Places visited: Rural schools in Armenia (Colombia).

During their visit, these researchers had an opportunity to meet with some of the members of the Teachers’ Network of Quindío, observe some classrooms in which the EN model is implemented, and talk in depth with our director and other members of the FEN team.

Yidan Prize Foundation – CHINA
Journalistic accompaniment
30/10/2017 – 02/11/2017
Places visited: Rural schools in Armenia (Colombia).

“This experience was wonderful. I thank the Foundation for all they gave us. Everything was positive for me, both the pedagogical and the cultural.”
words of a delegation member.
3. RESEARCH AND EVALUATION
EVALUATIONS

**Enhancing School Quality in Vietnam through Participative and Collaborative Learning. Vietnam Escuela Nueva Impact Evaluation Study**  

The Vietnam Escuela Nueva (VNEN) program, initiated in 2010 by the Government of Vietnam, with technical assistance from the Fundación Escuela Nueva, seeks to stimulate a transformative and powerful learning experience that promotes in children the skills and competencies needed for the 21st century. This report, by the World Bank, presents the findings and conclusions of an Impact Evaluation (IE) study of the program. The evaluation compares the experience of students and school communities from VNEN schools with that of a randomly selected group of traditional schools. Comparing children from third to fifth grade, the study shows that the VNEN program had a positive impact on students’ skills, both non-cognitive and cognitive.

**The Colombian Escuela Nueva School Modeling: Linking program implementation and learning outcomes**  
Katharina Hammler Ph. D. Tulane University - USA. 2017.

In her doctoral thesis, Katharina Hammler uses mixed methods to show how the Escuela Nueva model improves learning outcomes. Analyzing Colombian census data at the national level, as well as through a multilevel analysis at the Departmental level with data from Quindio, Hammler concludes that the results show that students who are in schools officially classified as Escuela Nueva have better results in the SABER tests than those that are classified in conventional schools, with differences between 10.5 and 23.2 points. This effect is comparable to that of the difference of a socioeconomic level. Hammler also concludes that Escuela Nueva tends to reduce the gaps in terms of socioeconomic levels and gender.

**Research**  
Annual Report 2017
The Periódico Magisterio, a weekly newspaper with more than 145 years of experience in Spain, published an interesting interview with our Director about the Escuela Nueva model, its characteristics and developments, how it has been implemented in Colombia and the role of FEN in this process. One of the highlighted elements is how this methodology influences the environment of the student, the families and the community: “Children become leaders directing the projects and articulating them with the family and with the community. Specifically, in each lesson the child has to apply knowledge with his parents, and in that way he becomes an agent of change.” To read the full interview (in Spanish) click [here](#). (April 2017)

The Interamerican Development Bank highlighted FEN and the Escuela Nueva Activa model in its recent publication on “Innovative Schools in Latin America”, as one of the great networks of innovative schools that share a triple vocation: innovate in institutional models, scale in number and reach to low-income populations. Click [here](#) to download the complete document (in Spanish).

The Schwab Foundation for Social Entrepreneurship and the Bertha Centre for Social Innovation and Entrepreneurship released in May 2017 the report “Beyond the organizational scale: how social entrepreneurs create system change.” This document seeks to help professionals in the social sector understand what system change means in the context of social entrepreneurship. The report highlights the case of FEN as an entrepreneurial example that managed to adapt to changes in context, regrouping and advancing with new approaches and strategies, and working as a government partner to sustain innovative models, and with communities and funders as counselor and promoter. [Text](#)
How a time-tested education model can prepare students for a high tech future is an article by Harry Patrinos, Manager of the education sector at the World Bank. The blog explains how Vietnam, thanks to the implementation of the Escuela Nueva model, stood out in several international assessment indicators, including the 2012 and 2015 PISA Reports, the worldwide study by the Organization for Economic Cooperation and Development of 15-year-old students’ aptitudes in mathematics, science, and reading. We invite you to read the complete article published in the World Bank blog. (December 2017)

In his article “Educating California’s Disadvantaged Children: Lessons from Colombia”, Tom Luschei, associate professor of the Claremont Graduate University’s School of Educational Studies describes how the Escuela Nueva model works in the classroom, how evidence of its implementation success has been generated, and analyzes how California schools could implement core aspects of the Escuela Nueva model to improve the quality of their education.

Lastly, we invite you to review the book “Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector”, by William F. Meehan and Kim Starkey Jonker, in which seven elements that characterize high performance organizations are identified. FEN has been recognized as part of this select group of organizations and is proud to be taken as an example of analysis and data evaluation for this publication. Thanks to the insights presented by the authors on essential aspects of strategic leadership, the book shows how nonprofits can attract more financial support and use it efficiently to maximize its impact. (November 2017)
4. COMMUNITY CONNECTIONS
During 2017 we carried out a large modernization of our Documentation Center Rodrigo Escobar Navia. The Center now has an Online Catalog that will facilitate the consultation of the different titles available. Likewise, the center now has a clearer and more modern regulation and protocols on how to consult the different materials housed in the Center.

By clicking here, you will be able to see the innovations and the steps you must follow to visit our Documentation Center and learn more about the Escuela Nueva Activa model.
COMMUNITY OF PRACTICE
Virtual Campus RENUEVA

During 2017 we achieved:
- The design of an online work structure based on the methodological structure of the EN learning guides.
- Consolidation of the process of permanent online counseling.
- Development of modularization process of EN topics:
  - Macro: Understanding the expected outcomes of the implementation of the model in the short, medium and long term.
  - Meso: Design of work modules, in the form of units and guides, to facilitate the performances identified at the macro level.
  - Micro: Initiating the preparation of work guides for each of the topics defined at the meso level.

These achievements allow us to:
- Maintain a permanent pedagogical reflection on the model and its implementation process.
- Generate supporting documents that strengthen EN understanding / implementation.
- Plan permanent workforce training for teachers and advisors (lay the foundations for the design of different training processes not linked to projects).
- Promote new routines for the use of technology among teachers.
COMMUNITY OF PRACTICE

Systematization of experiences

Achievements 2017:

- Consolidation of the structure and process for the analysis of any systematization process.
- **Systematization of the experience** of implementing the Escuela Nueva Activa model in 3 Normal Schools (Escuelas Normales Superiores – ENS) of Antioquia (Abejorral, Fredonia and Sopetrán), as well as the implementation of projects carried out by FEN in La Primavera (Vichada) and rural areas of Bucaramanga.
- Finally, **systematization of the training phase and the delivery of materials** for the Indigenous Ancestral Wisdom projects in Caldas, Casanare, Caquetá, Cundinamarca, Guainía, Magdalena, Quindío, Vaupés and Vichada.

These achievements allow us to consolidate our direct relationships with teacher networks (Red capacitadores EN Antioquia, Red de ENS).
During 2017 we received five international volunteers and an intern. Most of the applications that we receive in this program come proactively from our volunteers and interns, who recognize in our work an international benchmark and, in this program, a great opportunity to learn and gain experience in the field of education. They are also members of this coalition of friends thanks to their support for the strategic activities and projects developed.

### Volunteers

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<th>5 Volunteers</th>
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<tr>
<td>Natalia Trujillo – CC.</td>
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<td>Juliana Gutierrez – R&amp;E.</td>
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<td>Samy Hamy – PMO.</td>
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<td>Katharina Fries – CC.</td>
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### Interns

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<th>1 Interns</th>
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<td>Klaudia Dziewulski – R&amp;E.</td>
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Natalia Trujillo – CC.
Tasks: Support organizing commemorative events FEN 30 years and several activities from the strategic line Community Connections.

Juliana Gutierrez – R&E.
Tasks: Supporting data entry and statistical analysis.
“I understood the importance of research in the context of the work of a professional in monitoring and evaluation. (…) Thank you very much for receiving me and supporting my work.”

Samy Hamy – PMO.
Tasks: Support the development of protocols for different processes for the Project Management Office (PMO).
“It was amazing to see the implementation of the model live and in action, and to see ultimately where our efforts go.”

Klaudia Dziewulski – R&E.
Tasks: Reference framework and analysis of Escuela Nueva’s work with indigenous communities.
“I learned a lot about education and how many things we need to consider. I already knew that we always need to consider every aspect of a situation, but at FEN I learned how difficult it is to do this in reality.”

Katharina Fries – CC.
Tasks: Updating manual for social networks management; supporting the creation of the FEN Volunteers Network, among others.

Madeline Landon – Systematization.
Tasks: Data entry and information processing.
“In students groups, it seemed to me that there was a very pronounced leader; I was surprised by the way students wait for their turns to participate and listen to the ideas of their classmates.”
In the framework of the 30th anniversary of FEN, we held the contest #30añosFEN in our Facebook FanPage. Thanks to the publication of Nolma Espinosa, teacher at the School Gymnasio Santander in Tunja was the winner of a set of Learning Guides.

We invite you all to keep following our social networks and continue winning fabulous prizes!
5. A GLOBAL MOVEMENT
During 2017, FEN was present in different national and international academic events. International awards, conferences and summits, are part of this range of opportunities to share our experiences and work strategies.

**Nationals**

**Concordia Americas Summit**
Bogota, Colombia, February 21, 2017
- Participant panel "Investing in the UN Sustainable Development Goals (SDGs): Aligning Regional Priorities with the Global Goals".

**Presentation I.E. Escuela Normal Superior del Quindío "A look into school evaluation"**
Armenia, Colombia, May 8, 2017
- Main Speaker

**Award “Women of Success (Mujeres de Éxito) 2017” 6th edition**
Bogota, Colombia / August 31, 2017
- Jury

**Fútbol con Corazón – FCC – Youth, Leadership and Entrepreneurship Forum**
Barranquilla, Colombia / May 25, 2017
- Speaker

**CSA – Peace Building Summit**
Bogota, Colombia / August 25, 2017
- Speaker

**“Leaders for Education Summit”**
Bogota, Colombia / September 20 – 21, 2017
- Invited to participate in the panel: “Life projects in the regions, the role of institutions: Government, society and schools” together with Darshan Elena Campos (Fulbright education specialist), Mattias Rüst (co-director of RESPIRA in Education) and Karem Labrador (director of Colombia Líder).

- Contribution: “Learning must occur through dialogue and interaction. Not through rigid books. Cooperative learning reduces stereotypes and improves tolerance in human beings, because they learn to work as a team.”

**Executive MBA – Rutgers University School of Business**
Bogota, Colombia / October 2017
- Our COO Clarita Arboleda, was invited to share with a group of students and teachers of the program our work and present the Escuela Nueva Activamodel.
- Contribution: This group of students visited Colombia as part of a Latin America-oriented academic program that aims to bring them closer to the opportunities and challenges of an emerging market and learn about organizational practices in different areas, including education and the third sector.

**Universidad del Rosario – National Meeting of Rectors**
Bogota, Colombia / November 3, 2017
- International Speaker

Annual Report 2017
Internationals

**WISE® Forum “Imagining the future of education”**
Madrid, Spain / February 28, 2017
- Participation: Participant panel on “Redesigning Education Systems for the Future”, joining experts such as Sandy Speicher and Nieves Segovia.
- Contribution: You can see the intervention by [clicking here](#).

**XX Skoll World Forum**
Oxford, England / April 4 – 7, 2017
- Main topic: “Fault Lines, Creating Common Ground.”

**11ª International Technology, Education And Development Conference (INTED 2017)**
Valencia, Spain / March 6 – 8, 2017
- Keynote Speaker, with Bryan Alexander
- Contribution: Overview of why improving the quality of the most vulnerable schools in Latin America requires a systemic perspective, and a paradigm shift like the one promoted by Escuela Nueva.

**4ta Cumbre anual del China Education 30 Forum**
Beijing, China / December 23, 2017
- In front of more than 800 attendees, via videoconference, our director explained the origins and characteristics of the Escuela Nueva Activa model and its innovation Escuela Activa Urbana. Vicky participated in this event alongside personalities such as Michael Moe (Founder of Global Education and Global Silicon Valley) and Yigong Shi (President of West Institute of Higher Learning and Vice President of Tsinghua University).

**Yidan Prize Summit**
Hong Kong, China / December 10 – 11, 2017
- Vicky Colbert, Yidan Award for Educational Development 2017, participated together with Carol Dweck, Yidan Award for Educational Research, in an open dialogue moderated by Ellen Pinchuk. To access the full interview, [click here](#).

**Educacao 360**
Rio de Janeiro, Brazil / September 21 – 22, 2017
- Keynote Speaker
- In the framework of this meeting, “The [Escuela Nueva] model was born in the poorest schools in Colombia, in the rural environment, but today it ended up being a cutting-edge pedagogy.” O Globo

Along with nine other business and NGOs foundations in Colombia, FEN joined the Colombian chapter of the Global Educational Innovation Initiative (GEII) promoted by the Master’s program in Educational Policy of Harvard University. The GEII chapter Colombia, is an intersectoral network of Colombian stakeholders interested in advancing the practices of education for the development of 21st century skills, with the development of values, dispositions and attitudes, thanks to an active and empowering pedagogy.

On October 23, 2017, as part of the launch of the GEII, the director of the Master’s program in Educational Policy of Harvard University, and promoter of the initiative “One Student at a time: Leading the Global Education Movement” by Dr. Fernando Reimers launched his most recent book.
AWARDS AND RECOGNITIONS

"Exemplar Colombian" award
Colombia

In March, during a ceremony at the Museum of Modern Art in Medellín (Colombia), FEN received the “Exemplar Colombian” for the category Childhood – Exemplary Institution award, by the newspaper El Colombiano. This award recognizes the people and institutions that contribute daily to transforming our society and improving the quality of life of all Colombians. (Link article FEN)

Protagonistas de la Educación award
Spain

In November, Vicky Colbert was also awarded the Premios Magisterio – “Protagonistas de la Educación 2017” award with an Honorable Mention for her contribution to improving the effectiveness and quality of education. These awards, organized by the Siena Comunicación group and its publication Periódico Magisterio, highlight the professionals, organizations and companies that with their work and example contribute to the improvement of education. More information

Yidan Prize for Educational Development
China

Lastly, Vicky Colbert had the honor of being proclaimed as the inaugural laureate of the Yidan Prize for Educational Development in its first version in December 2017. The Yidan Prize Foundation, an organization originally from China, seeks to contribute to a better world through education, extolling the work of those who have generated sustainable impacts in the field of education worldwide. This award is an acknowledgment to leaders of innovative ideas that effectively address major challenges in the field of education. Along with Vicky Colbert, Dr. Carol S. Dweck from Stanford University was also recognized with the Yidan Award for Educational Research, another of the categories recognized by the Yidan Prize Foundation.

“We are very honored by this important recognition. It is a prize that gives us a great incentive to continue believing in what we do and doing better and better our work, transforming the lives of children, youth, teachers and communities through an integral quality education, such as the one we promote with Escuela Nueva Activa”, said Vicky Colbert upon receiving the news of the award.

These recognitions help us to strengthen ourselves as a global technical reference for active, cooperative and personalized learning and continue to influence the field of education, seeking to contribute to improving the quality, relevance and effectiveness of education by rethinking the way in which we learn. More information
For the celebration of our organization’s 30th anniversary, we conducted a series of diverse activities that allowed us to share, not only with our team, but also with our allies and friends, this important event.

As part of our social media presence, we created contests and publications for our followers, such as the series Did you know? about the Escuela Nueva model and the job of FEN. In our newsletters we invite our community to participate in the Friendship Mailbox, sharing their anecdotes and memories of FEN in these 30 years. We also held the FEN Meetings, during which we sought to bring the team closer to the present, past and future of the organization, in a novel way. Each activity was a fun and interesting space that revolved around topics related to Escuela Nueva Activa / Escuela Activa Urbana or FEN.

In addition, we held a breakfast in the Rectory of the Universidad del Rosario, during which we discussed the role of education in the country’s current juncture, given the processes of peace building and reconciliation contained in the peace agreements. This event was attended by prominent personalities from this field, such as Antanas Mockus, Cecilia López, Alfredo Sarmiento and César Vallejo, among others.

Lastly, we met with allies and friends close to FEN at a cocktail party at the El Nogal Club in Bogota, where more than 150 people accompanied us.

During this event, we released the book: “History of Escuela Nueva in Colombia. A pedagogical renewal for the 21st century.” This work is a collection of events, milestones and protagonists that have been part of the history of this pedagogical innovation in the country for forty-three years. Moreover, the book accounts for the recent developments and adaptations of this educational model made by FEN. Escuela Nueva Activa, Escuela Activa Urbana y Círculos de Aprendizaje-Escuela Nueva Activa.
The book: *History of Escuela Nueva in Colombia* is the result of the work we have undertaken in FEN for several years to recover the memories and anecdotes of various regional partners, as well as documentary and visual records on the antecedents, the inception and developments of the Programa in the country, and the work of our organization nationally and internationally.

We will soon be launching the digital version of this publication.
6. FINANCIALS
FINANCIALS

Revenue from technical Assistance and Supply of Pedagogical Tools
Total revenue: $670,985 USD

- Nonprofit organizations: 40%
- Local government authorities: 24%
- Local educational authorities: 13%
- Private companies: 10%
- Individual donors: 5%
- Corporate foundations: 4%
- Others: 2%
- Schools: 1%
- Universities: 0.4%

Expenses
- Administrative expenses: 17%
- Investments in the elaboration of teaching materials: 25%
- Investments for research and development: 9%
- Strategic partnerships: 33%
- Community connections: 6%
- Other expenses and investments: 8%

Non-Directed Donations
Total revenue: $56,505 USD
- Private company: 19%
- B-corp: 0.6%
- Individual donors: 0.4%
- Online fundraising platform: 80%

Directed Donations
Total revenue: $148,837 USD
- Private foundation (also NGO): 73%
- Private company: 3%
- Nonprofit organization: 23%
- Online fundraising platform: 1%
BOARD OF DIRECTORS

- Mr. Alfredo Sarmiento
- Mr. Armando Vegalara Rojas
- Mr. Cesar Vallejo Mejía (from 11/2017)
- Mr. Hans Peter Knudsen (until 11/2017)
- Mr. Jairo Arboleda
- Mr. Jorge Téllez Fuentes
- Mr. Jorge Enrique Vargas
- Mr. José Manuel Restrepo
- Ms. Cecilia María Vélez
- Ms. Vicky Colbert