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Annual Report 2018
2018 was a year of achievements and recognition for our work. We are happy with the results obtained. We expanded our action nationwide reaching 10,100 students and about 950 teachers of 288 rural and urban schools in Colombia. Internationally, we planted the ENA seed in Peru and in two schools in East London and Peterborough (United Kingdom).

We thank our donors and strategic partners for believing in our work, as a fundamental tool for educating citizens with the skills required by the 21st century. Thanks also to our team. Its work and dedication made possible for more girls, boys and young people to access an education that empowers them as individuals and teaches them how to learn to learn.

2019 will be a year of great challenges and new projects, a new opportunity to continue building a global movement to improve the life opportunities of the most vulnerable populations, through a student-centered education that promotes active, participatory, and cooperative learning.

Vicky Colbert
Founder and Executive Director
1. ABOUT FEN
MISSION & VISION

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 focused on the learner.

VISION

We want all children and youth -without discrimination- to have the same quality of education, empowering them as individuals and developing their full potential. We are committed to the development of an ethos of peace and participation where students, teachers, and communities are the main actors of change; where students learn to learn and their education becomes an instrument that improves their lives and that of their families and produces a large-scale social change.
OUR 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
Adapts the strategies and materials of Escuela Nueva Activa model to urban contexts and monograde classrooms.

CIRCULOS DE APRENDIZAJE
(Learning Circles)
Adapts the strategies and materials of the ENA model for out-of-school and highly vulnerable children and youth to promote their reintegration into the educational system, by restoring their basic learning conditions.

CIRCULOS PARA ENPRENDER
Adapts the strategies and materials of the Escuela Nueva Activa model, as an after school program, for children and youth at risk to strengthening socioemotional and academic skills.
We want to promote a global movement focused on improving the life opportunities of the most vulnerable through quality education that promotes collaborative learning, centered on the learner.

We do it in partnership with allies from different sectors, extending the reach of the Escuela Nueva Activa -ENA- model and adapting it to the needs of the most vulnerable populations. In this way, we are building a sustainable global community that supports and contributes to this goal.

To achieve this, we have prioritized the following Strategic Areas:

- Develop success stories by the ENA model’s **full implementation** in formal educational settings and by offering technical assistance.

- Design **customized solutions** based on the pedagogic principles and methodologies of the ENA model and its adaptation to new contexts and populations.
Create and promote a Learning Community to generate and manage knowledge around ENA and its programs.

Connect academic partners to promote interactions and exchange of knowledge.

Systematize experiences and good practices.

Produce publications and held academic events.

Promote research, innovation and evaluation around ENA’s components and pedagogical principles.

Design of curriculum and training processes.

Apply metrics, indicators and measurement instruments in both cognitive and socio-emotional dimensions.

Strengthen a coalition of partners from different sectors, through medium and long-term alliances, which helps to the pedagogical transformation promoted by FEN and finance the development of its strategic projects.
2. PROJECTS
WHERE DID WE WORK?

**BID - NORMAL SCHOOLS**
Boyaca (Chiquinquira, Saboya, Garagoa, Guateque, Sutatenza, Somondoco, Macanal); Cundinamarca (San Bernardo, La Vega, Arbelaez, Nimaima, Vergara); Tolima (Falan, Villahermosa); Santander (Confines, Olba, Suaita, San Andres)

**EDUCAPAZ**
Sur del Tolima: Ataco, Chaparral, Planadas y Rioblanco

**ENA – ECOPETROL**
Santander (Puerto Wilches), Meta (Puerto Gaitan), Casanare (Tauramena y Aguazul)

**RURAL CALI**
Navarro, El Hormiguero, Pance, La Buitrera, Villacarmelo, Los Andes, Pichinde, La Leonera, Felidia, El Saladito, La Elvira, La Paz, Montebello y Golondrinas

**RURAL BOGOTA**
Ciudad Bolivar y Usme

**RURAL BUCARAMANGA**
Bosconia, Vijagual, La Malaña, El Paulon y Oriente Miraflores

**INDIGENOUS ANCESTRAL WISDOM - SURA**
Boyaca (Tunja); Cundinamarca (Bogota, Nocaima); Caldas (Supia, Pacora, Riosucio); Caqueta (San Jose de Fragua); Guainia (Inirida); Magdalena (Santa Marta); Putumayo (Puerto Leguizamo); Quindio (Calarca); Vichada (Barrancominas, Resguardo Minitas Miro Lindo)

**AMANI PROJECT**
Quindio (Armenia), Valle del Cauca (Cali rural)

**CÍRCULOS PARA ENPRENDER**
Cundinamarca (Soacha)
Throughout the years, we have built a coalition of partners from different sectors, with whom we have worked towards the common goal of contributing to improve the quality of education from a whole-child perspective.
OUR PROJECTS

Based on our strategic priorities, we carry out different activities among which we highlight:

- Teacher training workshops
- Supply of Learning Guides
- Microcenters
- Supply of Teacher Training Manuals
- Online support
- Supply of Educational Resources
- In-situ classroom visits
- Supply of classroom libraries
- Systematization
- Monitoring
- Evaluation

Annual Report 2018
**FULL IMPLEMENTATION**

**BID Normal Schools 2017 - 2020**

It seeks to improve the quality of education in rural areas of Colombia through three types of intervention: initial and in-service training of rural teachers, curriculum and educational resources, strengthening of a community of practice to connect teachers.

The project is developed in 8 Normal Schools and 70 schools in 23 municipalities, in four departments of Colombia.

**Partner:** Inter-American Development Bank (IDB)

**Where?**

- Boyaca
- Cundinamarca
- Tolima
- Santander

**2018 Activities:**

- Teachers training workshops: 20
- Online support: 303 (*)
- Supply of Learning Guides: 401
- Evaluation: 154 (**) 
- Microcenters: 19
- Classroom visits: 212
- Supply of teacher training Manuals: 465

(*) Number of teachers’ interactions on the virtual campus Renueva

(**) Teachers evaluated with the Class Rubric.

**Beneficiaries 2018**

- Students: 1,500
- Teachers: 309
- Schools: 70

"In addition to being quite rewarding academic exercises, the Microcenters allow an exchange of experiences among teachers, recognition of different strategies of the pedagogical practice, acquisition of greater clarity in the concepts of the Escuela Nueva methodology, strengthen ties with colleagues (...) and include teachers-in-training into a continuous training process."

Source: teacher’s reflection on the virtual campus Renueva
ENA – Ecopetrol

It seeks to improve the quality of education, through the implementation of the Escuela Nueva Activa model, in rural schools of four municipalities in Meta, Casanare, and Santander.

**Partner:** Ecopetrol

**Where?**
- Puerto Gaitan (Meta)
- Puerto Wilches (Santander)
- Tauramena y Aguazul (Casanare)

**2018 Activities:**

### Puerto Gaitan, Meta 2018 - 2020:

- **Teachers training workshops:** 4
- **Online support:** 61 (*)
- **Supply of Learning Guides:** 216
- **Supply of Educational Resources:** 60
- **Evaluation-Baseline:** 330 (**) 
- **Supply of furniture and fans:** 18
- **Microcenters:** 16
- **Classroom visits:** 60
- **Supply of teacher training Manuals:** 60
- **Supply of Classroom libraries:** 60
- **Monitoring:** 22 (***)

(*) Number of teachers’ interactions on the virtual campus Renueva

(**) Assessed students

(*** ) Observed students in the classroom

---

**Beneficiaries 2018**

- **Students:** 3,362
- **Teachers:** 166
- **Schools:** 56
**FULL IMPLEMENTATION**

**ENA – Ecopetrol**

**Puerto Wilches, Santander 2018 - 2019:**

- **Teachers training workshops:** 2
- **Online support:** 46 (*)
- **Supply of Learning Guides:** 108
- **Supply of Educational Resources:** 27
- **Monitoring:** 5 (**)

**Aguazul, Casanare 2018 - 2019**

- **Teachers training workshops:** 2
- **Online support:** 28 (*)
- **Supply of Learning Guides:** 78
- **Supply of Educational Resources:** 23
- **Evaluation-Baseline:** 53 (**)
- **Supply of furniture and fans:** 12

(*) Number of teachers’ interactions on the virtual campus Renueva  
(**) Assessed students  
(***) Observed students in the classroom
The Student Government is the most outstanding pedagogical strategy in the Escuela Nueva Activa training process. It allows us to empower students, who are directed and organized by students or peers who are equal to them.

Source: Marcos Andres Algarra’s teacher – CRIEET (Touramen)

(*) Number of teachers’ interactions on the virtual campus Renueva
(**) Assessed students
(***) Observed students in the classroom
Cali SEM IV Phase - 2018

It seeks to improve the quality of education in rural areas of the city of Santiago de Cali, through the implementation of Escuela Nueva Activa model.

**Partner:** Secretary of Education of Cali

**Where?** 14 rural districts of the municipality of Cali (Valle del Cauca)

**2018 Activities:**

- **Teachers’ training workshops:** 12
- **Classroom visits:** 122
- **Supply of Educational Resources:** 10
- **II Rural Education Forum:**

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**Beneficiaries 2018**

- Students: 2,080
- Teachers: 185
- Schools: 14

---

"Peace and democracy are learned from experience and this is a strength of the Escuela Nueva model. Students’ active participation is key to manage irregular situations, the development of classroom agreements, and the renovation of ‘coexistence manuals’.”

Source: Working Table N° 2 Conclusions- II Rural Education Forum
Rural Bogota - 2018

Seeks -through the implementation of the Escuela Nueva Activa model- to initiate a process to improve the quality of education for rural students in Santa Fe, Usme and Sumapaz.

**Partner:** Secretary of Education of Bogota

**Where?** Ciudad Bolivar y Usme (Cundinamarca)

**2018 Activities:**

- Teachers training workshops: 3
- Classroom visits: 29
- Supply of teacher training Manuals: 39
- Microcenters: 3
- Supply of Learning Guides: 102
- Evaluation-Baseline: 11 (*

(*) Assessed schools.

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**Beneficiaries 2018**

- Students: 738
- Teachers: 49
- Schools: 9

---

*To some teachers, the experience with the ENA model has prompted about our pedagogical practice, having as reference the democracy, play, territory and cooperative work that -along with Popular Education- make us dream of a world and an Escuela Nueva in which knowledge, participation, and love allow us to transform ourselves.*

The third phase of this project seeks to strengthen and deepen the comprehensive implementation of the Escuela Nueva Activa model, in about 20 multigrade rural schools in the municipality of Bucaramanga.

**Partner:** Secretary of Education of Bucaramanga

**Where?** Bosconia, Vijagual, El Paulon, Oriente Miraflores

**2018 Activities:**

- Teachers training workshops: 2
- Online Support: 99 (*)
- Supply of Learning Guides: 196
- Baseline Evaluation: 13
- Classroom visits: 89
- Supply of teacher training manuals: 8
- Monitoring: (*) Number of teachers’ interactions on the virtual campus Renueva

**Beneficiaries 2018**

- Students: 1,159
- Teachers: 61
- Schools: 20

"Cooperative work has helped us to organize the classroom, students are in contact with each other and, together, they can learn and carry out many projects (...) This experience has been very interesting"

*Source: Teacher in Renueva*
It is an alternative of intercultural education that adapts the Fundacion Escuela Nueva's pedagogical strategies and methodologies and seeks to recover indigenous ethnic groups’ memory, knowledge, values, and practices to facilitate the coexistence and social development within the territory.

**Partner:** SURA Foundation

**Where?** Boyaca, Caldas, Caqueta, Cundinamarca, Guainia, Magdalena, Putumayo, Quindio, Vichada

**2018 Activities:**  
- Teachers training workshops
- Lessons learned exchange
- Classroom visits
- Achievement day

---

**Beneficiaries 2018**

- Students: 1,200
- Teachers: 80
- Schools: 25

---

I learned the importance of weaving, which is typical of the Embera culture (basketry). It’s important that children and young people learn this and do not let the tradition get lost, just as it happened with the language. The Learning Guides teach us to maintain our tradition. My mother makes baskets -as my grandmother did-, and I want to learn so the tradition of my ancestors does not end.

*Source: Fourth grade student.*
National Program for Peace Education - Educapaz

It is an alliance of seven civil society organizations that seeks to help to build peace in Colombia through a comprehensive rural education and socio-emotional, citizen and reconciliation education.

**Allies:** Avina Foundation, Redprodepaz, Centro Latinoamericano de Aprendizaje y Servicio Solidario

**Partners:** Aulas en Paz Program – Corp. Convivencia Productiva, Fundación para la Reconciliación, Universidad de los Andes, Pontificia Universidad Javeriana de Cali, CINEP, Fe y Alegria Foundation of Colombia, Fundacion Escuela Nueva Volvamos a la Gente -FEN-

**Where?** Ataco, Chaparral, Rioblanco y Planadas, Ibague, Chaparral (Tolima); Cali (Valle del Cauca), Bogota (Cundinamarca)

**2018 Activities:**

- School visits: 442
- First National Network Meeting: +500
- Graduate programs: 2 (**)
- Plans for educational transformation: 76 (*)
- Dynamic team members: 950
- Teachers: 599
- Schools: 94

I come from a place that has suffered from violence by armed groups but through education, we have transformed the way we think as a community (...) Education taught me that to achieve peace one should give everything


(*) FEN and the Fe y Alegria Foundation sought to promote boosters and the design of plans for educational transformation, which were developed by 76 schools, out of 94.

(**) “Pedagogical practices for the transformation of rural education” and “Participatory management of educational public policy”. More than 200 teachers participated.
Circulos para ENprender Totto - 2018

2018 was the third consecutive year of this initiative, which aimed to enrich and strengthen the educational efforts carried out by the "Totto al Tablero" program. The "Circulos para ENprender" create affectionate, safe, and trusting environments where high-risk students -enrolled in formal schools of Soacha- reinforce socio-emotional and cognitive skills.

**Partner:** Totto – Semilla y Fruto Foundation

**Where?** Soacha (Cundinamarca)

**2018 Activities:**

**Achievements:**

The academic additional work promoted:

- An increase in the normal level of academic self-esteem of girls and boys: from 86% to 91%.

- A decrease from 15% to 6% in the number of students who reported experiencing some type of aggression (e.g., hitting, slapping, kicking, shoving), in the “Circulos”, during the last month.

- The “Circulos” allowed tutors to identify leaders, train them and guide them throughout the intervention.

“Circulos para ENprender is a space full of learning opportunities based on trust and values’ building. What we seek is to provide new opportunities for students to feel respected, heard, loved and as part of something.”

Source: Carlos Cortes, program’s tutor
Maslaha 2017 - 2018

It allows exploring the potential of the Escuela Nueva Activa model in primary schools in the United Kingdom through the implementation of selected strategies on three major themes: cooperative learning, community relations, and student participation. This project is the first international experience in urban areas with an immigrant-marginal population.

Partner: Malasha

Where? East London y Peterborough (United Kingdom)

2018 Activities:

- Pilot schools’ joint work to project the potential of the ENA model to the community and, through direct experience, make it easier for parents to understand the methodology used in classrooms.

- Development of collaboration mechanisms between teachers and parents that allowed the accomplishment of successful community projects such as family gardening club, bazaar (with entrepreneurs, students and parents), and the "Forest Gate Stories“ magazine edition.

“ It has been really interesting to explore how approaches to student-centered learning and building close relationships with communities can be applied in our environment. As an educator, this allows me to reflect on how we can have more practical and real-life experiences in the classroom.”

Source: teacher’s contribution to the Traveling Notebook.
To explore joint work alternatives between FEN and the Ministry of Education of Peru for the implementation of the ENA model, a work plan was projected in rural multilingual Spanish-speaking schools in the neighboring country.

**Partner:** Ministry of Education of Peru

**Where?** Lima y Cajamarca (Peru)

**2018 Activities:**

- Collect, analyze and socialize information on DISER’s workbooks regarding its application in multigrade rural schools.
- Analyze FEN’s Learning Guides and complementary elements to DISER's workbooks, considering the characteristics and needs of multigrade rural schools.
- Determine the next steps for the adaptation/adjustment of DISER’s workbooks.
### SPECIAL PROJECTS

**Amani 2018 - 2019**

Initiative that seeks to develop leadership skills, emotion regulation and emotional intelligence -through music and the arts- in girls, boys and adolescents from schools that have implemented the ENA model.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Children in Harmony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Armenia (Quindio)</td>
</tr>
<tr>
<td></td>
<td>Cali rural (Valle del Cauca)</td>
</tr>
</tbody>
</table>

**2018 Activities:**

We finalized the negotiations and developed the necessary actions to start -from the first quarter of 2019- the initiative’s second phase in ENA schools in the rural areas of two departments of Colombia: Valle del Cauca and Quindio.

> I am very excited about the creativity of teachers and students in the development of all musical activities.

Source: Carlos Alberto Carmona, teacher in I.E. Rio Verde Bajo - La Cabaña, Quindio.
CHILDREN’S LITERATURE BOOKS’ DONATION

In alliance with the American NGO First Book, in February and March 2018, we delivered to 100 students from the Rural Schools Association of Usme (Bogota - Cundinamarca) 572 children's literature books, seeking to promote the love of reading from early childhood.

La Mayoría Rural School
La Union Rural School
Los Andes Rural School
Las Mercedes Rural School

572 Children’s literature books
ENA LEARNING GUIDES’ DONATION

Through the communication channels that we have with the education community, we receive messages from ENA schools’ teachers in isolated rural areas, in which they expressed their need for new and updated educational material. FEN gave them, as a donation, 47 Learning Guides sets.

1. Tachiva School, I. E. Jurado (Cerrito - Santander)
   - 3 Preschool Learning Guides sets
   - 3 Primary school Learning Guides sets

2. Los Araujos, I. E. Sabaneta (San Juan de Betulia - Sucre)
   - 2 Preschool Learning Guides sets
   - 3 Primary school Learning Guides sets

3. Los Alpes, I. E. Remolino Alto Orteguaza (Florencia - Caqueta)
   - 2 Preschool Learning Guides sets
   - 4 Primary school Learning Guides sets

4. Juan Pablo II (Puerto Libertador - Cordoba)
   - 30 Preschool Learning Guides & Primary school sets
3. RESEARCH & DEVELOPMENT
Aware of the special relevance of peaceful coexistence and peace education, during 2018 we adjusted and adapted part of our educational material to the guidelines of the Peace Education Course of the Ministry of Education -MEN-:

- We adapted the 8th and 9th grades’ Language and Mathematics Learning Guides to the second version of the Basic Learning Rights (DBA).
- We adapted the 8th and 9th grades’ Natural and Social Sciences Learning Guides to the DBA’s first version and MEN’s Peace Education Course.
- We adapted the 8th and 9th grades’ Ethics Learning Guides to the MEN’s Peace Education Course.
- We edited the 8th and 9th grades’ Language, Mathematics, Natural Sciences, Social Sciences and Ethics Learning Guides, according the suggestions made by teachers and other stakeholders.
- We adjusted, in grades 1st to 5th, the Math and Language Learning Guides to the second version of the DBA, and the Natural and Social Sciences Learning Guides to the first version of the DBA.
- We adjusted, in grades 1st to 5th, the Ethics and Social Sciences Learning Guides to the MEN’s Peace Education Course.
4. COMMUNITY CONNECTIONS
COMMUNITY OF PRACTICE

Virtual Campus Renueva – 2018 Achievements

- **Virtual Microcenters**
- **Projection of public spaces** “Approach to ENA” and “ENA Virtual Classroom”
- **Virtual Learning Guides**, for the training and curriculum components, about Microcenters, Learning Corners, school organization, committees, and classroom planning
- **Moodle platform update**
- **Design of “Remedial Classrooms” strategy**, for teachers who did not complete face-to-face training
- **Projection of a certification system** for attendees to face-to-face workshops and participants of the Remedial Classroom
- **Teachers’ participation incentives**, for teachers who participate in FEN’s projects

These achievements allow us to:

- Strengthen processes of in-situ advice.
- Establish work and pedagogical reflection routines.
- Collect data of teachers’ work.
- Keep a modern virtual campus, with dynamic and interactive tools.
2018 Achievements - Experiences systematization processes on:

- Understand the Gimnasio Santander (Tunja, Boyaca); Escuela Activa Urbana (EAU) process as an EAU demonstrative school.
- Obtain information that allows reflection and analysis on the model’s implementation.
- ENA implementation – Ecopetrol Project in Puerto Gaitan (Meta).
- Reflection on the classroom pedagogical advise process.

These achievements allow us to:

- Understand the Gimnasio Santander process as an EAU demonstrative school.
- Obtain information that allows reflection and analysis on the model’s implementation.
VOLUNTEERS & INTERNSHIPS

Young people from Colombia and several other countries of the world joined FEN’s team to support the development of its mission. During 2018, students and professionals from different disciplines gave FEN their time, enthusiasm, analysis, research, designs, ideas, and proposals. We appreciate their great contribution!

Shannon O’Brien
Cleveland State University - Volunteer
January - March 2018
International Project Assistant

Antoine Kleindienst
National School of Chemistry and Physics (Bordeaux) - Volunteer
February - April 2018
Communications Assistant

Zachary Wong
Claremont McKenna College - Intern
May - July 2018
Research Assistant

It was a very good experience. I could see the Escuela Nueva model in action and talk to a teacher about the changes she has perceived after implementing the model (...) I also learned about how an organization works. I was very surprised to learn that it was a team of only 30 people, because I have read many studies about all the good things FEN has done. It is an amazing organization.
I was very pleased to support the Project Management team in the systematization of coordination and communication processes - internal and external -, and in the management of project databases. My work was independent, but I always found the help I needed. Internships at FEN require proactivity and give the students the freedom to develop their ideas. I think that it is its main strength. I felt that my work was important for FEN.
COMMUNICATIONS

Social Networks

- **Followers Fan Page**
  - January: 3,450
  - June: 3,700
  - December: 3,878
  - Increase: 12%

- **Followers**
  - January: 1,626
  - June: 2,154
  - December: 2,280
  - Increase: 40%

8 Newsletters
(4 in Spanish and 4 in English)

- E-mails sent: **13,642**
- Open rate: **24%**

Annual Report 2018
5. TOWARDS A GLOBAL MOVEMENT
NATIONAL EVENTS

In 2018, we were present in different national academic events. Conferences and forums were part of the opportunities we had to share our experiences, initiatives and strategies with diverse key actors.

XVI Municipal Education Forum

Oiba (Santander)
July 30th, 2018
Speaker

Department and Municipal Education Forum

Armenia (Quindio)
August 27th, 2018
Keynote speaker

XII Education Forum of Magdalena

Plato (Magdalena)
August 30th, 2018
Member of Panel on “Rural education, challenge for excellence”

Department Education Forum

Paipa (Boyacá)
August 31st, 2018
Speaker

Soacha (Cundinamarca)
September 5th, 2018
Speaker

Education Forum of Soacha

Education Forum of Bogota

Bogota (Cundinamarca)
September 4th, 2018
Speaker

5th Leaders for Education Summit

Bogota (Cundinamarca)
September 6th, 2018
Member of Panel on “Equity, rurality and education”

Bogota (Cundinamarca)
September 18th – 19th, 2018
Member of Panel on “Colombia: a rural country that has forgotten its rurality?”

National Education Forum

Bogota (Cundinamarca)
October 10th – 11th, 2018
Member of Panel on “Rural education, challenge for excellence”

II Rural Education Forum

Cali (Valle del Cauca)
December 17th, 2018
Speaker “Escuela Nueva Model: education for peace and coexistence”
INTERNATIONAL EVENTS

In 2018, we were present in different international academic events. Awards, conferences, summits and forums were part of the opportunities we had to share our experiences, initiatives and strategies with different key actors.
INTERNATIONAL VISITS

Field visits are an excellent opportunity to understand our work. We conduct guided visits to demonstrative schools that implement the ENA model as a way to strengthen our coalition of strategic allies.

“We shared time with students, teachers and the school principal (Ana Belen Gil). We were pleasantly impressed by the atmosphere in the classrooms, the motivation and happiness reflected by its students, the collaborative work in all grades, and the leadership of the management team.”

Georgetown Day School (GDS) – USA
7/05/2018 – 8/05/2018
Place: Gimnasio Santander Tunja - Boyaca (Colombia)
Prizes and awards fill us with pride and motivate us to continue transforming education.

After a rigorous evaluation process, in November 2018 the not-for-profit organization HundrED selected FEN and the Escuela Nueva Activa model as one of the 100 most innovative educational projects in the world in 2019. FEN also received this recognition in 2017.

In 2018 Departmental and Municipal Education Forum of Quindio (Colombia), our director -Vicky Colbert- received the Institutional Button, an award granted by the Government of Quindio in recognition for her contribution to improving the effectiveness and quality of education.

In its 40th edition, the Semana Educacion magazine highlighted the work that FEN has carried out as a leader generating change through education and recognized it as one of the 40 most important and influential initiatives in education in Colombia.

In January, NGOsource -an organization created to optimize philanthropy processes internationally- granted FEN the Equivalency Determination (ED) certification, which recognizes FEN technically and financially as equivalent to a non-profit organization in the United States.

The Escuela Nueva model was chosen by the Organization for Economic Cooperation and Development -OECD- as one of the 27 international initiatives that serve as an example to illustrate how teachers use innovative practices in their work.
During the 2018 Bogota Book Fair it was launched “21 voices. Life Stories About Education in Colombia”, a book by Hernando Bayona and Jose D. Herrera (professors of the Faculty of Education of the Universidad de los Andes) that collects the stories of 21 figures that have marked the history of education in Colombia. Among them, FEN’s Executive Director -Vicky Colbert- is featured.

William F. Meehan and Kim Starkey Jonker published “Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector”, a book in which they identify the best practices that characterize high-performance organizations. FEN is recognized as one of them.

Cathy M. Rubin -awarded in 2011 with the Upton Sinclair Award- published in The Global Search for Education an interview with our director Vicky Colbert. Under the title “New School Has Much to Teach Us”, it talks about the importance of the implementation of the Escuela Nueva model and FEN’s work.

Alex Ryan, Sarah Schulman, and Vinod Rajasekaran highlighted FEN and the Nueva Escuela model as examples of systemic change in “Out of the Lab and into the Frontline”, an article published by the Standford Social Innovation Review.
Our executive director, Vicky Colbert, and Eduardo Velez Bustillo published in the Inter-American Dialogue two blogs about the Escuela Nueva model:

1. “Why should we pay attention to the New School model?”
2. “Why Nueva Escuela model and other effective educational solutions have not been fully exploited?”

In the first volume of the book “Adolescent Psychology in Today’s World”, our director Vicky Colbert, Alfredo Sarmiento, and Sharon M. Ravitch wrote the chapter “Educating Youth to Overcome Inequity, Marginalization, and Violence in Colombia: Contributions of Escuela Nueva in Context”, in which they highlight how current conditions affect the healthy development of adolescents in the world.

La Silla Vacia published “Escuela Nueva: the school of leaders in rurality”. In this article Vicky Colbert tells how the ENA pedagogical model works and how it is possible to improve education in Colombia through its implementation.

The Skoll Foundation, an organization that promotes change on a large scale by investing in social entrepreneurs who seek to solve the most pressing problems in the world, published a video about FEN’s work and the efforts of its director -Vicky Colbert- as a social entrepreneur, who seeks to improve the quality of education of the world’s children.
6. FINANCIAL INFORMATION
FINANCIAL INFORMATION

Projects Revenues
Total Revenue COP $ 2.724 millions

Expenses’ distribution

Restricted Donations
Total Revenue COP $ 3.491 millions

Unrestricted Donations
Total Revenue COP $ 1.533 millions
BOARD OF DIRECTORS

Mr. Luis Alfredo Sarmiento
Mr. Armando Vegalara Rojas
Mr. Cesar Vallejo Mejia
Mr. Jairo Arboleda Toro
Mr. Jorge Tellez Fuentes
Mr. Jorge Enrique Vargas
Mr. Jorge Ivan Gonzalez Borrero
Ms. Cecilia Maria Velez
Ms. Vicky Colbert