



ANNUAL REPORT 2021



COORDINATION, DESIGN & LAYOUT: Claudia P. Moreno O.
CONTENT REVISION: Laura Maria Vega Chaparro.

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Reflection

2021 was a year of great learning and achievements. We are satisfied with the results obtained. Nationwide, we expanded our reach to nearly 48,000 students and 2,900 teachers from 1,399 rural schools. Not only did we strengthen our virtual campus (Renueva) and continue with virtual training processes for teachers, but we also launched a pilot program that allowed us to work with early childhood and find new technological ways to interact with families. Additionally, once the public health emergency began to subside, we took on the challenge of working on the learning process both at home and back in the classroom.

At an international level, we took the ENA Learning Circles program to four states in Mexico, obtaining excellent results.

We thank donors and strategic allies for recognizing our work, which is a process that prepares citizens with the skills required by the 21st century.

2022 arrives loaded with new opportunities. This year we will celebrate 35 years of work. We will commemorate them by working to improve the life opportunities of the most vulnerable communities through quality education that promotes active, participatory, and cooperative learning.

Vicky Colbert

Founder & Executive Director





| ABOUT US

Our Vision

Our goal is for all children, regardless of their circumstances, to have access to quality education and opportunities to fully develop their human potential and achieve outstanding outcomes. We want to improve the lives of children and their families through quality education that empowers them as individuals and nurtures an ethos of peace and participation where children, teachers, and communities are the main actors of change.



Our Mission

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



Program and adaptations

ESCUELA NUEVA ACTIVA (ENA) MODEL

Educational solution that improves quality, efficiency, and equity in education in rural contexts through a cooperative, active, and flexible learning process focused on the learner.



ESCUELA ACTIVA URBANA (EAU)

Adapts the strategies and materials of the Escuela Nueva Activa model to urban contexts.



ENA LEARNING CIRCLES (CAENA)

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 socio-emotional and academic competencies.

Strategics Lines

TECHNICAL ASSISTANCE



We promote success stories of the full implementation of the ENA model. We do it by developing projects in formal educational settings and providing professional services (training and coaching, learning materials, monitoring, evaluation, etc.). We also develop customized solutions that adapt the principles and methodologies of the ENA model to new contexts and populations.

COMMUNITY CONNECTIONS



Its objective is to create and promote a learning community for knowledge generation. We want to connect different allies, encourage interaction and exchange of ideas, systematize experiences and best practices, develop publications, and promote academic events, among other activities.

RESEARCH & DEVELOPMENT



Through this Line we want to promote research, innovation, and evaluation on ENA. We work on curriculum design and training processes and apply metrics, indicators, and instruments both in cognitive and socio-emotional dimensions.

STRATEGIC PARTNERSHIPS



This Line aims to strengthen a coalition of global multi-sectoral partners through medium- and long-term partnerships that help consolidate the pedagogical transformation we aim for and fund the development of strategic projects.

Strategics partners

National and international public institutions



Social organizations, foundations, and NGOs



Schools, universities, and think-tanks



Private sector and private associations



International organizations





| 2021 PROJECTS



2021 in numbers

 **47,896**
Children reached

 **2,873**
Teachers trained

 **1,399**
Rural schools implementing ENA

 **2,652**
Training workshops, follow-up visits and microcenters (virtual and in-situ)



2021 - Our footprint



ENA – ECOPETROL

5 municipalities of Meta: Acacias, Guamal, Castilla la Nueva, Villavicencio; Puerto Gaitan.



UNICEF – ENA LEARNING CIRCLES

4 municipalities in 3 departments: Norte de Santander (Cucuta); Atlantico (Barranquilla); La Guajira (Riohacha, Fonseca).



EDUCAPAZ

2 municipalities of Choco: Quibdo y Medio Atrato.



MEN VIRTUAL COURSE 2021

19 departments that are part of the subregions of the Development Plan with a Territorial Approach (PDET).



AMANI PROJECT

7 municipalities in 2 departments: Quindio (Cordoba, Calarca, Circasia, Buenavista, Montenegro, Salento); Valle del Cauca (rural Cali).



THINK EQUAL

5 departments: Antioquia, Bolivar, Cordoba, Magdalena, Sucre.



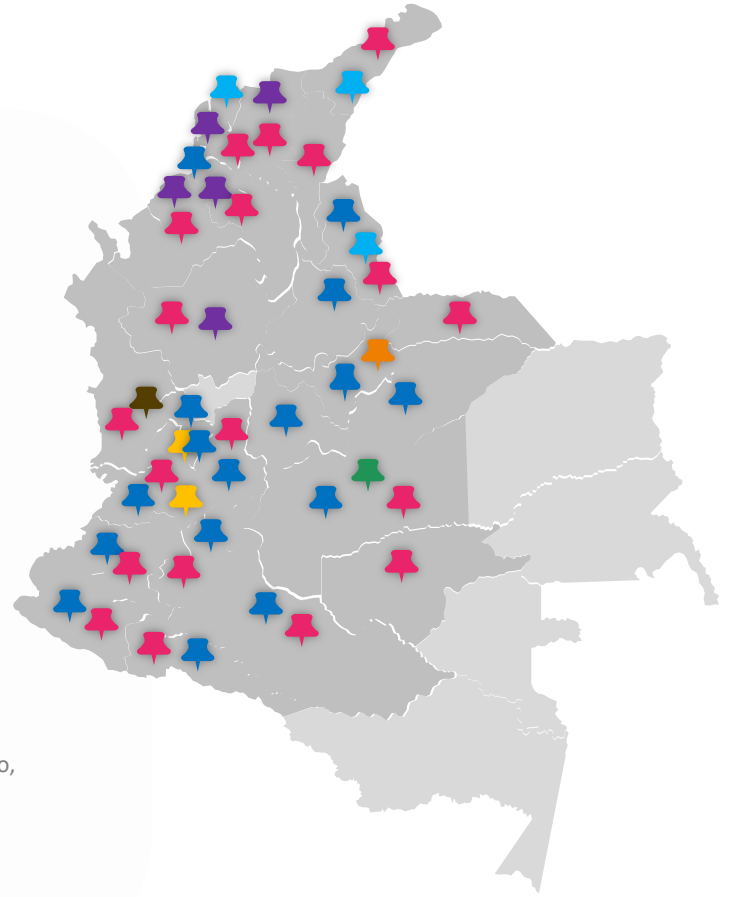
TINKER

16 focused departments: Boyaca, Caqueta, Casanare, Cauca, Cundinamarca, Huila, Meta, Nariño, Norte de Santander, Putumayo, Quindio, Risaralda, Santander, Sucre, Tolima, Valle del Cauca.



SED BOYACA

120 rural municipalities.





| **ECOPETROL**

Full Implementation

They seek to improve the quality of education, through the implementation of the Escuela Nueva Activa model, in rural schools of four municipalities in Meta and four indian reservations in Puerto Gaitan - Meta (Colombia).



Partner: Ecopetrol S.A.



Coverage: Meta (Acacias, Castilla La Nueva, Guamal, Villavicencio, and Puerto Gaitan indigenous).

Cooperation Agreement N° 07

Ecopetrol Meta

Cooperation Agreement N° 06

Ecopetrol Puerto Gaitan indigenous



5,599
Students reached



244
Teachers trained



139
Rural schools implementing ENA



150
Support sessions, in-situ visits, microcenters



72
Monitoring evaluations developed

Ecopetrol Meta



“ The microcenter fulfilled my expectations. I learned many tools that I can apply in class with my students. This kind of activity helps us share experiences with other teachers, which allows us to strengthen classroom work ”

Lucila M. Velasquez, teacher (Acacias - Meta)



3,333
Students reached



148
Teachers trained



67
Rural schools
implementing ENA



121
Support sessions,
in-situ visits,
microcenters



72
Monitoring evaluations
developed

Ecopetrol Puerto Gaitan indigenous



“ The implementation of the different strategies of the ENA model has been quite rewarding because the students have developed many communication and teamwork skills. In addition, they have shown a good disposition to the pedagogy ”

Teacher (Puerto Gaitan - Meta)



2,266
Students reached



96
Teachers trained



72
Rural schools implementing ENA



29
Support sessions, in-situ visits, microcenters



UNICEF COLOMBIA
CAENA

Customized solution

The ENA Learning Circles (CAENA) Program seeks to restore the right to quality education for migrant children and youth, allowing them to transition to the formal educational system and meeting their socio-emotional and psychosocial needs.



Partner: UNICEF
Colombia.



Coverage: Atlantico (Barranquilla), Norte de Santander (Cucuta) y La Guajira (Fonseca, Riohacha).

“The development of effective and positive strategies and continuous support, guaranteed students access to quality education, protection, and educational strengthening despite the circumstances generated by social isolation due to the health emergency”

CAENA tutor (Cucuta - Norte de Santander)



1,290

Girls, boys, and youth reached



936

Families reached



54

CAENA operating in four cities




1,437

Evaluations carried out (gender classroom observation and gender equity survey)

MEET: Encuentros Sincrónicos MEN 2021 F2 G1 - Diana ...

Aplicaciones Gmail YouTube Maps Noticias Trabajo 9524ipd Viaje

ORABANDO Sandra Lorena Ortiz Molina está presentando




INSTRUMENTOS ENA

Los instrumentos los usaría con mis estudiantes, así:

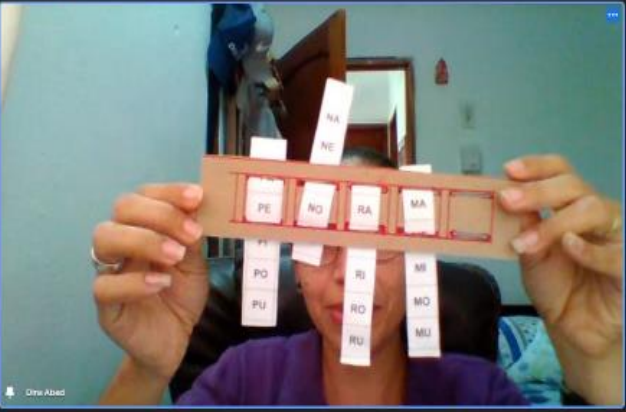
1. Como un apoyo en la formación integral del estudiante
2. Para mejorar en su parte moral y ética
3. Facilitando el proceso de aprendizaje a través de los valores
4. Permitiéndoles ser personas críticas y autónomas.

14:51 Encuentros Sincrónicos MEN 2021 F2 G1 - Diana ...



Olga Jannett Barrios Mons...
Juan Fernando Santos Ibar...
Enjoys Paiz Oquendo
JOSE LUIS TORRES MEJIA
Ricardo Cordoba Balista
maria gabriela quiones
victor alfonso gasca mente...
VICTOR ALFONSO GASCA ...
Beatriz Elena Sepúlveda Se...
Martha Julia Torregrosa C...
Olga Cecilia Noreña
YESSIKA A...
JOSE LUIS TORRES MEJIA

ORABANDO Estás presentando tu pantalla a los demás



Olga Abad

14:51 Encuentros Sincrónicos MEN 2021 F2 G1 - Diana ...

Encuentros Sincrónicos MEN 2021 F2 G2 - Olga Cecilia Noreña



Katherine Bar...
Adel LOPEZ DA...
Marco Tello Res...
Denis Alfredo C...
Enrralde Carv...
Luz Juli...
Sandra Zuleyma Velozza Sanchez
Gisela Melo
Oliver Barragan
AIDA LUCIA LOPEZ BUITRAGO
CARMEN ROMERO

MEET: Encuentros Sincrónicos MEN 2021 F2 G3 - Jorge Iván Aguirre

ORABANDO Estás presentando tu pantalla a los demás

14:51 Encuentros Sincrónicos MEN 2021 F2 G3 - Jorge Iván Aguirre

MEN 2021

Customized solution

An initiative that seeks, through virtual training in strategies of the ENA model, adapted to work at home and in the classroom, to strengthen the skills and abilities of rural teachers and provide them with relevant and quality educational material as a work tool.



Partner: National Ministry of Education (MEN).



Coverage: 19 departments of the Development Plan with a Territorial Approach (PDET).

May 2021

ENA Strategies Adapted to the Work at Home and in the Classroom Virtual Course

Phase 1

August 2021

In-depth ENA Model Strategy Virtual Course

Phase 2



15,732

Students reached



856

Teachers who completed the courses



815

Rural schools reached



1,200

Set of ENA Learning Guides delivered



1,093

Evaluations carried out (Exit evaluation and teachers survey)

Phase 1 - ENA Strategies Adapted to the Work at Home and in the Classroom

Basic virtual course on ENA strategies aimed at rural multigrade primary school teachers of targeted subregions.

Duration

16 weeks

Content

6 virtual guides

Synchronous meetings

12 weekly sessions,
3 microcenters

“ The course gave me many tools to improve my every day pedagogical practice. In addition, everything I had learned about formative evaluation leaves me feeling satisfied ”

Maria Catalina Restrepo, teacher (Fredonia - Antioquia)



11,055

Students reached



593

Teachers who completed the course



555

Rural schools reached



780

Sets of ENA Learning Guides delivered



704

Evaluations carried out (Teachers survey)

Phase 2 - In-depth ENA Model Strategy Virtual Course

A virtual course designed to deepen in some ENA strategies aimed at rural multigrade teachers of basic primary who completed the *ENA Strategies Adapted to Work at Home Virtual Course*, held in 2020.

Duration

16 weeks

Content

2 virtual guides

Synchronous meetings

Initial webinar,
8 weekly sessions

Achievement Week

+120 experiences
sahred

“ The educational material we received -in 2020 and 2021- allows us to update the study plans, which is a fundamental tool to strengthen our pedagogical practice. Our commitment now is to build the network of teachers at a departmental level and, why not, nationally ”

Ruby Portillo, teacher (Orito - Putumayo)



4,677

Students reached



263

Teachers who completed the course



260

Rural schools reached



420

Sets of ENA Learning Guides delivered



389

Evaluations carried out (Teachers survey)



Laura Vega ▾



TINKER2021_Olga

Participantes

Insignias

Competencias

Calificaciones

Página Principal

Área personal

Calendario

Archivos privados

¡BIENVENIDOS!

GUÍA 1: CONOZCAMOS ESCUELA NUEVA ACTIVA

GUÍA 2: CONSTRUYAMOS AMBIENTES DE APRENDIZAJE ENA

GUÍA 3: exploremos las guías de aprendizaje ENA

GUÍA 4: TRABAJEMOS CON GUÍAS ENA EN CASA

GUÍA 5: ¿COMO EVALUAMOS EN ENA?

GUÍA 6: ¡ORGANICEMOS NUESTRO TRABAJO CON ENA!

ENCUENTROS SINCRÓNICOS Y MICROCENTROS

NIVELACIONES

Encuentros sincrónicos y microcentros

Queridos docentes, en este espacio podrán acceder directamente a los encuentros sincrónicos y microcentros que se desarrollarán cada miércoles en el horario establecido, dando clic en el ícono correspondiente.

Recuerden por favor ingresar con el correo registrado en el momento de la inscripción del curso.



Grupo 1

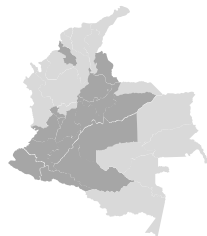
| TINKER

Customized solution

Virtual training initiative in strategies of the ENA model that expanded the coverage of the project we developed with the National Ministry of Education, to strengthen the skills and abilities of rural teachers. Additionally, it delivered them relevant and quality educational material as a work tool.



Partner: Tinker Foundation



Coverage: 16 focalized departments.

“The course was incredibly positive for the professionalization of the teaching work. I liked its contextualization, how each learning was based on real context. We not only addressed a theoretical component but also took it to concrete situations”

Carlos Martinez, teacher (Gambita - Santander)



2,700

Students reached



102

Teachers who completed the course



148

Rural schools reached



180

Sets of ENA Learning Guides delivered



71

Evaluations carried out (Teachers survey)



**UNICEF MEXICO
CAENA**

Customized solution

First international experience of the ENA Learning Circles program. It seeks to restore the right to quality education for migrant out-of-school children and young people, allowing their transition to the formal education system and meeting their socio-emotional and psychosocial needs.



Partner: UNICEF Mexico.



Coverage: Ciudad Juarez, Puebla, and Tijuana.

“*The first thing is to respond to the right of people to migrate. The second, the right that girls and boys have to receive an education regardless of their place of origin, economic, social, and cultural situation*”

Alejandro Matamoros, CASA leader (local operator)



77

Students reached



45

Families reached



62

Counseling sessions and support to families and students



18

Sets of ENA Learning Guides delivered



58

Evaluations carried out (Classroom observation)



Photography: Educapaz Archive (Choco)

| EDUCAPAZ

Customized solution

An alliance that seeks to help build peace in Colombia through comprehensive rural education and social-emotional, civic and reconciliation education. FEN's work during 2021 focused on the actions developed in Choco.



Partners: seven civil society organizations (*).



Coverage: Choco (Quibdo and Medio Atrato).

“*Educating for peace is educating for life, for coexistence. It is educating to learn to listen to other people, put yourself in their shoes and respect their ideas (...). It is to understand that we are important and deserve to be respected, and valued*”

Ana Maryury Giraldo, local Educapaz coordinator (Choco)

(*). Aulas en Paz Program - Corp. Convivencia Productiva, Foundation for Reconciliation, Los Andes University, Javeriana University of Cali, CINEP, Fe y Alegria Foundation.



171

Teachers reached



50

Community leaders trained



44

Rural schools reached



2

1 Course
("Systematization for the Incidence in Education"),
and 1 webinar

LECTOESCRITURA INICIAL

Se refiere al proceso de aprendizaje de la lectoescritura.

El aprendizaje de la lectura y la escritura necesita un proceso de enseñanza directa y sistemática donde los estudiantes tengan la oportunidad de leer y escribir a diario.

Cuando se enseña a leer y escribir, es importante desarrollar los siguientes aspectos:

- Conciencia fonológica.
- Conocimiento alfabético.
- Fluidez.
- Vocabulario.
- Comprensión lectora.
- Escritura.

Es importante hacer un diagnóstico de los estudiantes al inicio de primer grado.



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Detalles de la reunión



Levantar la mano

Mery Chala está presentando

Top chat replay



FundaciónEscuelaNueva



Maria Yamile Eslava Mu... muy bueno que de algun ese material para la med I.E Matilde Anaray. Mil g



LUZ MARINA CUADROS



FundaciónEscuelaNueva

sus preguntas sobre Lec... las responderemos al fin



Juan Manuel Rubio C... sede RISTÁ municipio d... existen están muy dete... UNA NUEVA DOTACIÓ



Maria Yamile Eslava Ex... Buenos resultados



Ilda Villamizar Teng... con sonidos y he obte... resultados. De hecho... mayoría de mis niños de leer.

Las Guías de Aprendizaje y las políticas educativas. Lectoescritura inicial

Unlisted

2,877 views • Streamed live on 10 Mar 2021

82 5 SHARE



Customized solution

Provision of ENA Learning Guides for Pre-school and Primary students of rural schools with multigrade classrooms. The strategy included four virtual training sessions for teachers about the ENA model and the study of the Learning Guides.



Partner: Secretary of Education of Boyaca.



Coverage: 120 rural municipalities in Boyaca.

“ I appreciate the delivery of these updated Learning Guides. They will become our supporting material to achieve better results in the learning process ”

Gladis Yanet Quintero, teacher (Boyaca)



22,245

Students reached



1,483

Teachers trained



240

Rural schools reached



4

Virtual training sessions



1,483

Sets of ENA Learning Guides delivered



| AMANI

Special project

An initiative that sought, through music and the arts, to develop leadership skills, emotion regulation, and emotional intelligence in students of rural schools that have implemented the Escuela Nueva Activa model.



Partner: Amani Project.



Coverage: Quindio (Armenia) y Valle del Cauca (rural Cali).

“*Amani is a very good project that taught us a lot about music and how we can utilize it to regulate our emotions*”

Katherin Llantén, student (Armenia - Quindio)



253

Studentes reached



17

Teachers trained



13

Rural schools reached



100

Online support and monitoring sessions



10

Amani Clubs organized



| THINK EQUAL

Special project

A socio-emotional pilot program aimed at girls and boys between 3 - 5 years old. Based on the global initiative of the Think Equal organization, it was adapted and implemented in Colombia by FEN. It sought to encourage and promote the development of social-emotional skills during early childhood.



Partners: Think Equal, Inter-American Development Bank, and ICBF.



Coverage: Antioquia, Bolivar, Cordoba, Magdalena, and Sucre.

““ *The program offered girls, boys, families, and Community Mothers emotional and intellectual enrichment. The storybooks are beautiful and gave us life lessons. They teach us to explore, discover and make the most of children's skills through reading* ””

Community Mother (Bolivar)



1,609

Families reached



181

Participating
Community Homes



1,501

Online support and
monitoring sessions



2,551

Storybooks and didactic
material delivered



790

Evaluations carried out
(Qualitative, and monitoring
calls)



FIRST BOOK DONATION

Donation

To encourage the habit of reading, in April we delivered -in partnership with the First Book organization- a donation of children's literature books that benefited children and young people from the Amani program in seven municipalities in Colombia.



1,007

Children's literature
books delivered



144

Students reached



308

Quindío and Valle del Cauca
(Colombia) families benefited



**RESEARCH &
EVALUATION**

Monitoring & Evaluation

At FEN, we have instruments for applying evaluations -to students and teachers- at different times of the intervention. We establish a frame of reference that helps us interpret the results obtained to validate the effectiveness of the implementation of the ENA model.

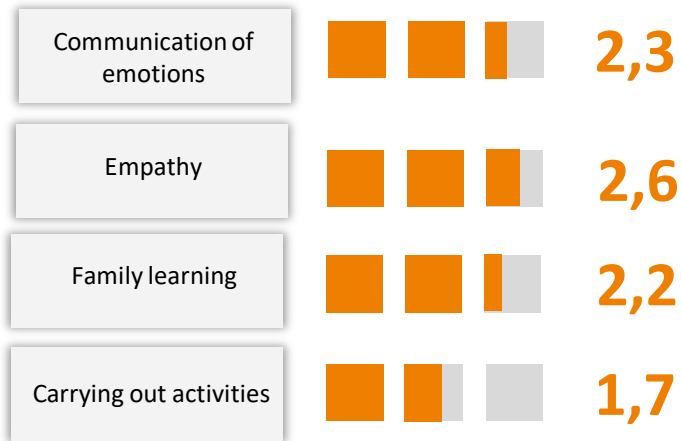
This monitoring process provides us with timely information about what is happening in the classroom, allows us to make decisions to adjust or strengthen the pedagogical support processes, and define goals regarding future FEN projects' impact results.

() To teachers, students and/or families.*

	Evaluations carried out (*)
Monitoring (ENA Eco petrol Meta Project)	72
Exit Line and teachers survey (1 and 2 Phases of MEN Project)	1,093
Gender classroom observation and gender equity survey - MIA (CAENA Colombia Project)	1,365
Classroom observation (CAENA Mexico Project)	58
Exit Line (AMANI Project)	86
Teachers surveys (Tinker Project)	71
Quantitative evaluation and monitoring calls (Think Equal Programme)	790

AMANI Project

[Exit Line](#)



Methodology: Virtual survey of 86 students. The following scales, which had high statistical consistency, were evaluated: communication of emotions, empathy, family learning, and frequency of developing activities related to the project (for example, composing a song). The maximum average score is 3.

Think Equal

[Qualitative report - Reflections of Community Mothers \(CM\)](#)

I highlight the acceptance and the encounter with who they are and what they represent. Children understood that the color of the hair or the skin does not matter. The books allowed them to accept themselves as they are.
(MC Group M1)

There were three children who, before starting the project, hid and did not respond. During the visit, they were more confident when responding. I loved seeing that experience.
(MC Group M2)

There was a child who was very dependent, quiet, and shy. Now, he has improved his communication skills.
(MC Group A1)

I have seen wonderful things in children such as the management of their emotions. Now they express themselves better.
(MC Group S2)

Family learning and the practice of reading were encouraged. Changes are evident in children and in their parents as well.
(MC Group B1)

Curricular design and materials production

Review and editing of the ENA Learning Guides of the CAENA Mexico Learning Circles program, to 1st to 6th grades.

With Enlaza Colombia, co-construction of the curriculum for the Comprehensive Sexuality Education project (Module 1).

Process to obtain the International Standard Book Number (ISBN) (*) for different FEN's editorial projects.

Review and new edition of the ENA Learning Guides in Ethics and Entrepreneurship, for 6th and 7th grades.

Edition of the ENA Learning Guides for Technology and Productive Pedagogical Projects for 8th grade.



(*) A numeric commercial book identifier, certified by ISO standards.

Curricular design and materials production



New design of the storybooks used in the Think Equal program.
Support of the production of audio stories and audio instructions.

Review and new edition of the ENA Ethics Learning Guides, to incorporate the Peace Education component.

Production of the Mathematics Workbook for 2nd grade.

Publishing of the Learning Resources Center brochure.

Evaluation of virtual resources of the ENA Learning Guides for primary and secondary education and recommendations for its improvement.



**COMMUNITY
CONNECTIONS**

Community of Practice

Renueva, FEN's virtual campus, has become a fundamental tool to build a community of practice that strengthens continuous professional development processes and promotes professional networks and research.

In 2021, Renueva was strengthened. Also, it held the first virtual **Achievement Week**. It was an exhibition of more than 120 ENA experiences, in which participant teachers of the *In-depth ENA Model Strategy Virtual Course* shared their progress and their projections to strengthen their pedagogical work.



RE NUEVA IN NUMBERS



6,562
Users registered



54
Courses created



22.375
Activities developed



1
Achievement Week
(+120 experiences,
7 showrooms with 7x24
availability)

Community of Practice

In 2021, teachers benefited from the Cooperation Agreement No. 07 -signed between Ecopetrol S.A. and FEN- who actively participated in the virtual support visits, Monitoring actions, and Renueva activities, received incentives such as educational material, games and activities books, and vouchers to purchase books as a recognition to their effort and contributions to the community of practice.



18

Office supplies kits

(paper ream, colors, pencils, plasticine, scissors, markers, planner, among other elements)



72

Vouchers for books



35

Books "A Jugar" and "En el Patio"

Volunteers & Interns - Research

Two professionals dedicated -remotely- their time, ideas, analysis, and research to contribute to the development of our educational mission. Thank you for your valuable contributions!

Matthew Berkley

Claremont McKenna College Volunteer
June 16th – July 30th 2021
Monitoring & Evaluation Assistant



Dani Schugg

Researcher University of Edinburgh
March to August 2021
Thesis *“Gender equity in Colombian rural schools: the case of Escuela Nueva”*



Communications



5,167
Followers
4% increase



2,540
Followers
5% increase



2,423
Followers
13% increase



8
Newsletters
17.833 e-mails



2
Press releases



30
Online sites
talking about us



19
Interviews



48
Webinars
participations



2
Articles and
publications



A GLOBAL
MOVEMENT

Members of the UNESCO Global Education Coalition



Heeding the call for coordinated and innovative actions that generate solutions for students and teachers in times of difficulty, such as the COVID-19 health crisis, FEN joined the [UNESCO Global Education Coalition](#).

It is a platform for collaboration and exchange of synergies and best practices that seek -with a focus on inclusion and equity- to protect the right to education of girls, boys, and young people at risk.

The Commission brings together more than 175 members of the United Nations family, civil society, academia, and private business.

Member of
COVID-19
Global Education Coalition
Launched by UNESCO





Recognition

HundrED, a Finnish non-profit organization working to inspire a movement that highlights and spreads the most inspiring practices in K12 education, recognized FEN as **one of the seven most innovative educational projects with the greatest impact and scalability in the world during the last five years.**

FEN is the first organization in Latin America to receive this distinction.

Recognition

The National Library of Colombia granted a certificate of recognition for our compliance with the Legal Deposit procedure for the ENA Learning Guides.

It aims to preserve and enhance the cultural memory of the nation as well as guarantee public access to cultural heritage for future generations.



Publications



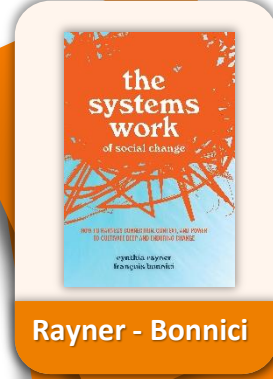
The Dialogue

[The Demand for a Post-Pandemic Evaluation Agenda](#)



ExE Foundation

[The recommendations sent by three Latin American organizations for the Think20 Summit \(T20\)](#)



Rayner - Bonnici

[The Systems Work of Social Change](#)

Publications



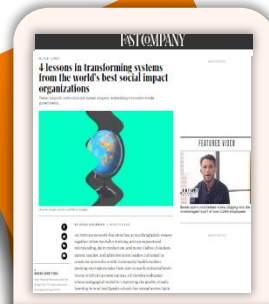
BID Blog

[Escuela Nueva Activa: from rural multigrade schools to 21st century skills](#)



BBC News

[6 factors that Latin America must take into account to improve education](#)



Fast Company

[4 lessons in transforming systems from the world's best social impact organizations](#)



BID Blog

[Social Emotional Education: Key to Early Childhood](#)

National events participation (*)

February

- Inclusive Rural School and Rural Education - SED Boyaca.
- 3rd Socialization of Investigative Pedagogical Projects Meeting - UPTC.

March

- Colombian Symposium - LSE Colombian Society.

June

- Municipal Educational Forum: Resignification of the Teaching Profession - Carmen de Viboral municipality (Antioquia).

August

- Peace Education - Jesuits Colombia.
- Inaugural talk for the Flexible Models Course – Antioquia University.

September

- Childhood and Adolescence - Semana Forums.

October

- II National Pedagogical Day - ACODESI.
- National Education Forum - National Ministry of Education.

November

- Early Childhood and Reading Seminar - National Ministry of Education, and Los Andes University.
- Leaders for Education Summit - Semana Magazine.
- XIII Forum for Pedagogical Research and Rural Education: Resignification of the School, Challenges and Resilience - Maria Auxiliadora Normal School (Cucuta).
- Education without Borders National Forum - National Ministry of Education, Canada Embassy, Education without Borders.

(*) Invited to participate as panelists or keynote speaker.

International events participation (*)

January

- Educational Innovation - European University
- Human rights and education - USAID.
- Panel Yidan Prize Global Mindset Initiative: Mindset and teaching practice - Yidan Prize.

March

- Panel 2, 3, and 4 Yidan Prize Global Mindset: Research Design & Infrastructure & The Science of Teacher Behavior Change - Yidan Prize.
- World Education Summit 2021 - Think Equal.

April

- Skoll Forum - Skoll Foundation.
- Evaluation Day OSC - Inter-American Dialogue.
- ENA: Quality education for equity, citizenship, and the 21st century - Nebraska University.

May

- Frontiers of Social Innovation Conference - Stanford Social Innovation Review.
- Europe 2021 Conference Series: How Motivation Affects Behavior - Yidan Prize.

June

- Construction of an Ethnic/Intercultural Rural Secondary and Middle Education Community of Practice - Porticus, and UNESCO.

August

- Escuela Nueva Experience - Local Public Education Service of Valparaiso (Chile).
- Innovative Experiences in Multigrade Classrooms - APURIMAC.
- 9th International Skills Forum - ADB.

September

- Growth Mindset Workshop - OECD.
- ENA: Quality education for equity, citizenship, and the 21st century - Foundation Literacy & Numeracy.
- Colloquium on the Transformation of Public Management - Marcelino Champagnat University.

October

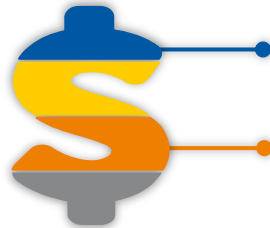
- Leadership in the third sector - Leading Education.
- 25th Annual Conference - Inter-American Dialogue, OAS y CAF.



**FINANCIAL
INFORMATION**

Projects' Revenues

Total Revenue COP \$ 5,751 millions



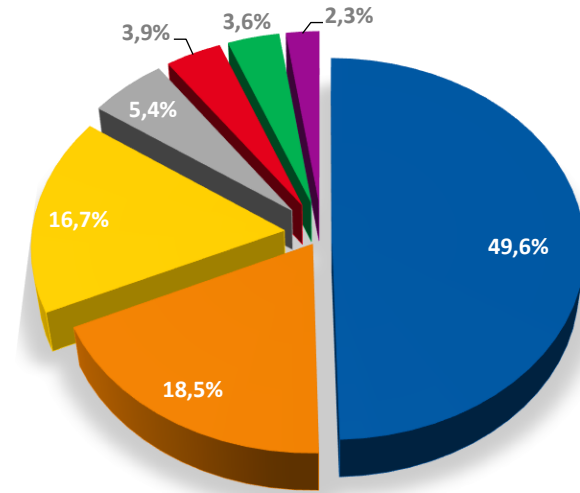
COP \$3,470 millions

Direct donations

COP \$2,362 millions

Non-direct donations

2021 Expenses



- Projects execution
- General Administration
- Strategic Partnerships (*)
- Community Connections (*)
- Curricular Design
- Monitoring & Evaluation (*)
- Other expenses and investments

(*) Strategies of the Research & Development Line

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info@escuelanueva.org

www.escuelanueva.org

www.campus.escuelanueva.co

