



PROJECTS 2021



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PHOTOGRAPHY: FEN Archives
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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



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.



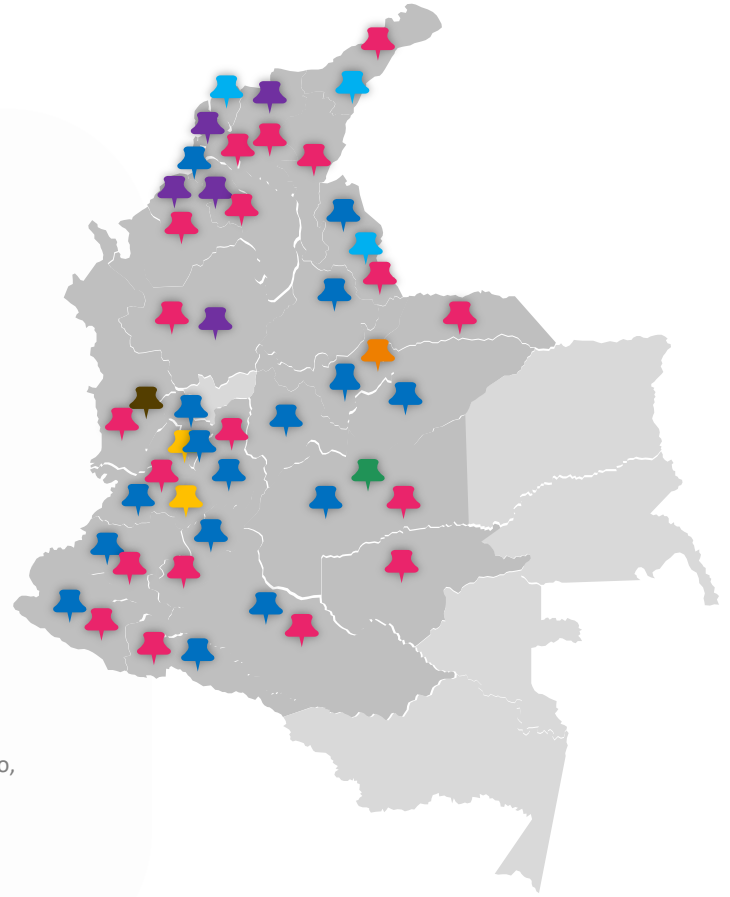
TINKER

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 META**

Full Implementation

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 (Colombia).



Partner: Ecopetrol S.A.



Coverage: Meta (Acacias, Castilla La Nueva, Guamal, Villavicencio).

“ 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)**

Full Implementation

A project that seeks, through the implementation of the Escuela Nueva Activa model, to strengthen the quality of education in schools of four indian reservations in Puerto Gaitan - Meta (Colombia).



Partner: Ecopetrol S.A.



Coverage: Meta (Puerto Gaitan).

“ 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 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

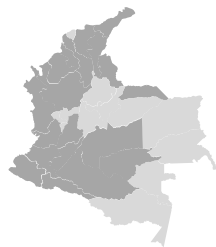
Evaluations carried out (gender classroom observation and gender equity survey)

Customized solution

The initiative sought to achieve a quality, competitive, pertinent education that contributes to closing inequity gaps and generating opportunities for professional progress through virtual training in Escuela Nueva Activa model strategies.



Partner: National Ministry of Education.



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

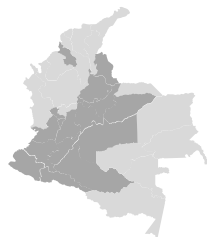
| TINKER

Customized solution

An initiative that sought to achieve quality, competitive, relevant education that contributes to closing inequity gaps and generating opportunities for progress through virtual training in strategies of the ENA model.



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)



Suelen Turcio

Daira Briseyda Melgar Alfaro.

Mia Sahara Martinez Paredes

COVID-19

Utiliza Gel Antibacterial

Cubrete

Limpia y desinfecta

unicef 

unicef 

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



Top chat replay



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Maria Yamile Eslava Mu... muy bueno que de algun ese material para la sed 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 DOTACION



Maria Yamile Eslava Ex... Buenos resultados



Ilda Villamizar Tengo la... con sonidos y he obteni... resultados. De hecho el... 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 (Bolívar)



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**

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.

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



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