



ANNUAL REPORT 2022



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

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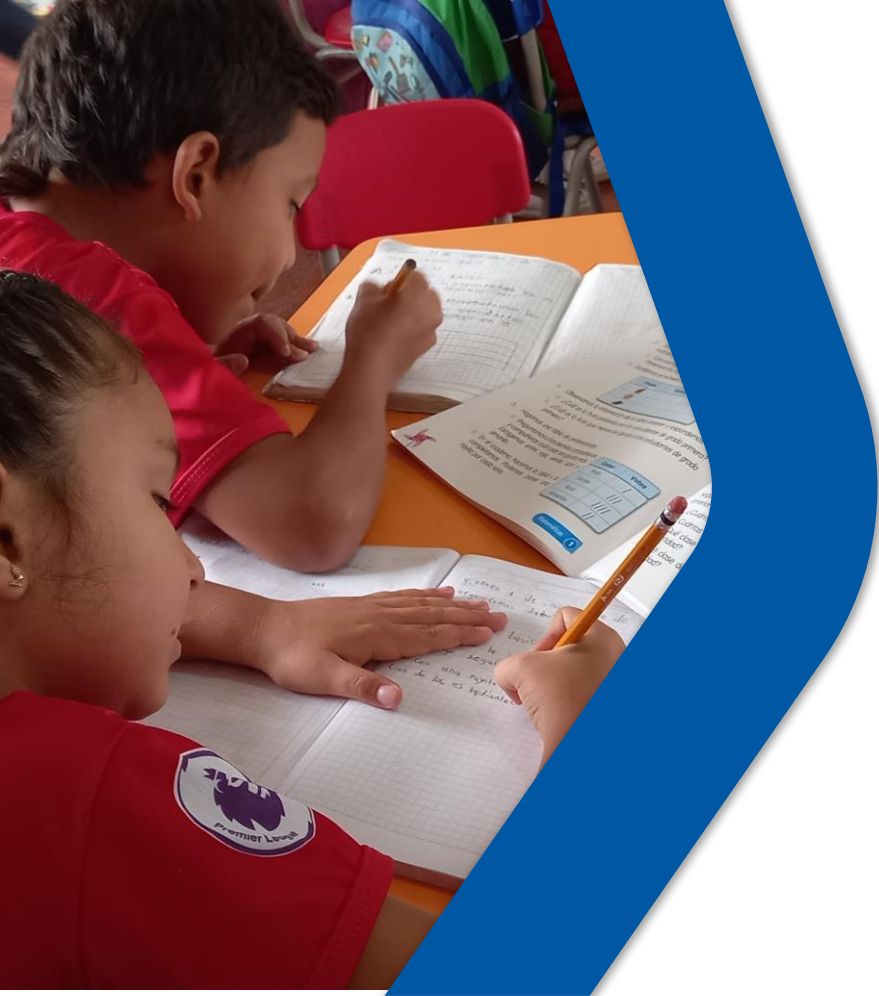
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Reflection

2022 was a wonderful year for FEN. We not only successfully completed important projects with national and international partners -reaching nearly 15,000 students and 1,175 teachers- but also continued with the virtual training processes for teachers and returned to the field to conduct workshops, microcenters, and support visits.

We thank donors and strategic allies for recognizing our work, which is a process that prepares citizens with critical thinking skills, discernment, empathy, and compassion.

2023 arrives loaded with new challenges. This year we will continue to strengthen the strategic initiatives that have been cultivated and will continue promoting a global movement that encourages 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 by 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.

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 right to a quality education.

CIRCULOS PARA ENPRENDER

Adapts the strategies and materials of the ENA model as an after-school program for children and youth at risk, to strengthening socio-emotional and academic skills.

ESCUELA ACTIVA URBANA (EAU)

Adapts the strategies and materials of the ENA model to urban contexts.

Strategic 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, delivery of learning material, monitoring, and evaluation).

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

Strategic Partners



National and international public institutions



Social organizations, foundations, and NGOs



Strategic Partners



Schools, universities, and think-tanks



Private sector and private associations



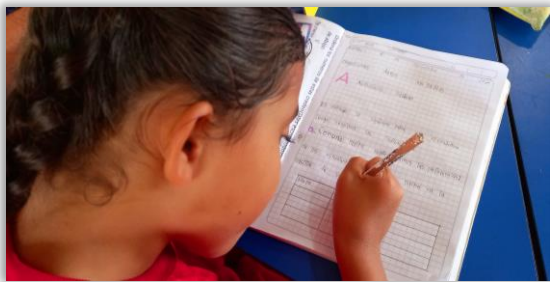
International organizations





2022 PROJECTS





2022 in numbers



14,884

Children reached



1,175

Teachers trained

672

Rurals schools
implementing ENA



1,058

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

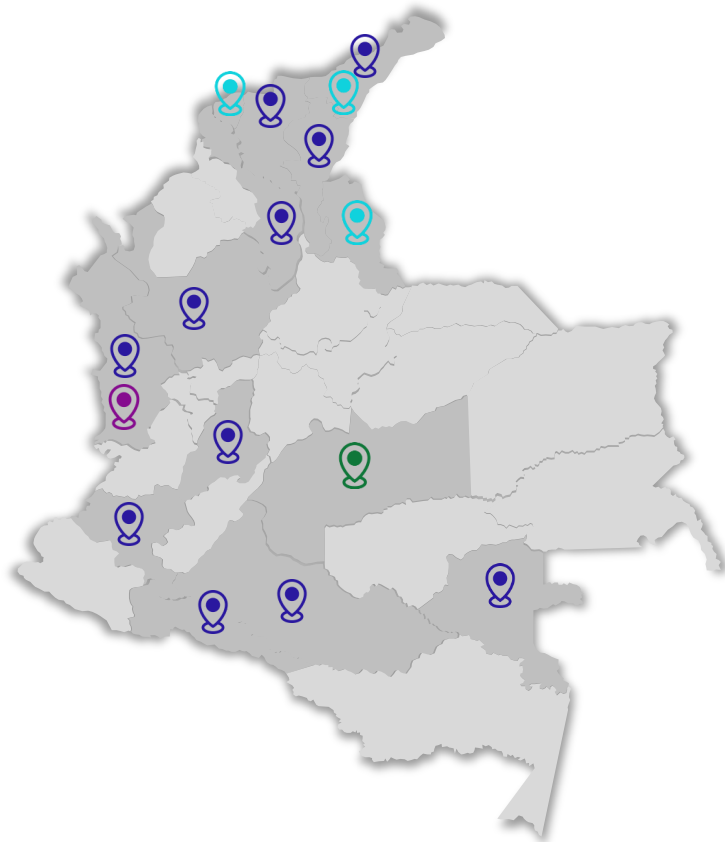


778

Sets of ENA Learning Guides
and teaching materials
delivered



Our footprint in 2022



ENA – ECOPETROL

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



MEN TRAINING 2022

Line 1: 166 municipalities of 10 targeted departments.
Line 2: departament of Vaupes.
Line 3: 30 municipalities of 6 departments.



EDUCAPAZ

2 municipalities of de Choco: Quibdo, Medio Atrato.



UNICEF COLOMBIA – ENA LEARNING CIRCLES

6 municipalities in 3 departments: Norte de Santander (Cucuta, Patios, Villa del Rosario); La Guajira (Riohacha, Fonseca); Atlantico (Barranquilla).

UNICEF MEXICO – ENA LEARNING CIRCLES

3 states: Puebla, Tijuana y Ciudad Juarez.



Ecopetrol Agreements

Cooperation Agreements that sought, through the implementation of the ENA model, to improve the quality of education in rural schools of four municipalities of the department of Meta and four indigenous reservations in Puerto Gaitan.



Partner: Ecopetrol S.A.



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



Intervention: Full Implementation.



5,599

Students reached



244

Teachers trained



139

Rural schools implementing ENA



141

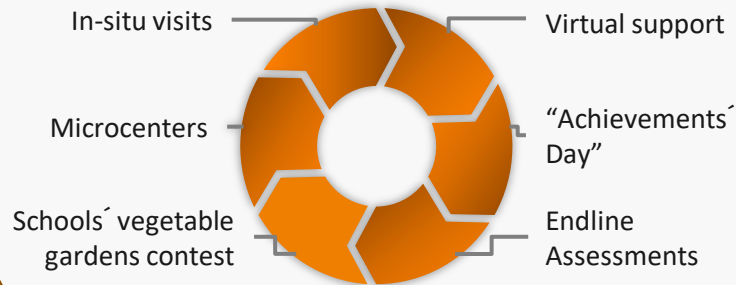
In-situ training workshops, follow-up visits and microcenters; virtual support

Cooperation Agreement N° 07



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

Developed activities:



3,333

Students reached



148

Teachers trained



67

Rural schools implementing ENA



111

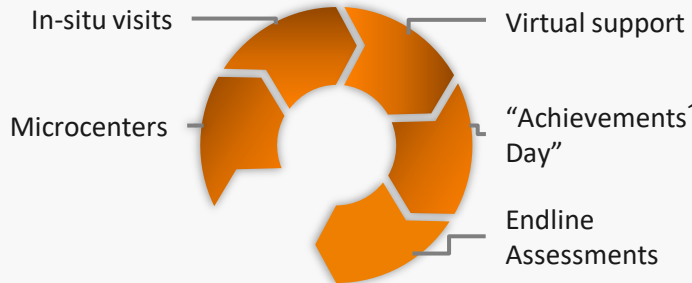
In-situ training workshops, follow-up visits and microcenters; virtual support

Cooperation Agreement N° 06



Coverage: Meta (four indian reservations in Puerto Gaitan).

Developed activities:



2,266

Students reached



96

Teachers trained



72

Rural schools implementing ENA



30

In-situ training workshops, follow-up visits and microcenters; virtual support



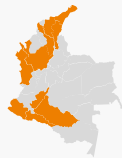
MEN Training processes

Line 1: Virtual course on strategies of the ENA model

An initiative that sought, through virtual training in ENA model strategies, to strengthen the skills and competencies of rural teachers and provide relevant and quality educational material as a work tool.



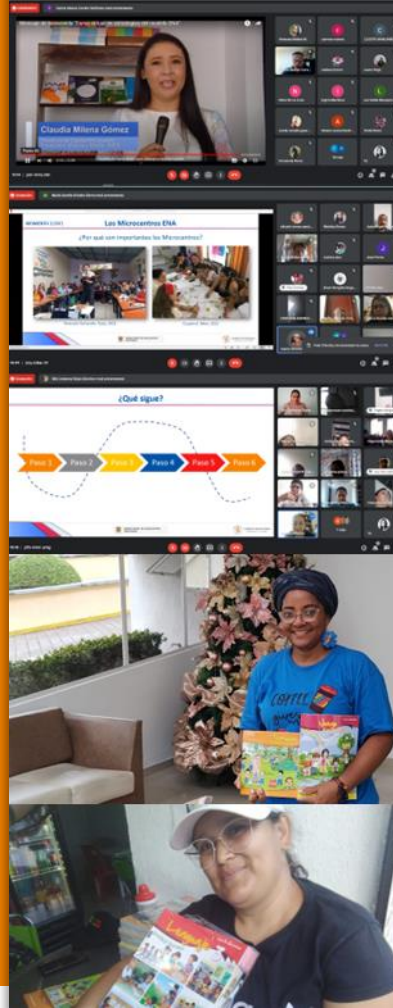
Partner: National Ministry of Education (MEN).



Coverage: 166 municipalities of 10 targeted departments.



Intervention: Customized solution.



6,375

Students reached



425

Teachers who successfully finished the course



398

Rural schools implementing ENA



600

Virtual training workshops, microcenters



600

Sets of ENA Learning Guides delivered

Line 2: In-situ course in ENA strategies

An initiative that sought, through in-situ training in strategies of the ENA model, to strengthen the pedagogical practice of 6 teachers from 5 rural schools targeted by the Secretary of Education of Vaupes and 24 teachers from the training cycle of the Superior Normal School.



Partner: National Ministry of Education (MEN).



Coverage: Vaupes.



Intervention: Customized solution.



90

Students reached



30

Teachers trained



5

Rural schools implementing ENA



5

In-situ training workshops, follow-up visits and microcenter



33

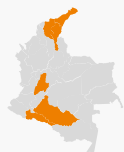
Sets of ENA Learning Guides and teaching materials delivered

Line 3: Virtual course to strengthen communities of practice with ENA

An initiative that sought through blended learning strategies (virtual and face-to-face activities), to promote and/or strengthen territorial communities of knowledge and practice. Teachers who participated in the training process finished satisfactorily the ENA virtual courses of 2020 and 2021.



Partner: National Ministry of Education (MEN).



Coverage: 30 municipalities of 6 departments.



Intervention: Customized solution.



1,365
Students reached



91
Teachers who successfully finished the course



79
Rural schools implementing ENA



120
Training workshops, microcenters (virtual and in-situ)



120
Learning resources' kits



Photos: Educapaz (Choco)

EDUCAPAZ

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 2022 focused on the actions developed in Choco.



Partners: 7 civil society organizations (*).



Coverage: Choco (Quibdo y Medio Atrato).



Intervention: Customized solution.

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



415 (*)
Students reached



189 (*)
Teachers trained



51 (*)
Rural schools reached



3 (*)
Workshops and course
("Canoera por la Educación")

(* Actions of Educapaz - Porticus and Jacobs Project



CAENA Colombia

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: 6 municipalities in 3 departments: Norte de Santander (Cucuta, Patios, Villa del Rosario); La Guajira (Riohacha, Fonseca); Atlántico (Barranquilla).



Intervention: Customized solution.



875

Students reached



442

Families reached



23

CAENA operating in 6 municipalities



CAENA Mexico

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: 3 states (Tijuana, Puebla y Ciudad Juarez).



Intervention: Customized solution.



165
Students reached



140
Families reached



6
CAENA operating
in 3 states



189
Counseling sessions
and support to
families, students and
tutors; in-situ visits,
microcenter



First Book donation

To promote the habit of reading and strengthen linguistic and socio-emotional skills, in April we delivered a donation of children's literature books that benefited students from 85 multigrade rural schools in municipalities affected by violence.

As a complement of the initiative, FEN opened on its virtual campus Renueva a space with resources, activities, and recommendations to help teachers promote the use of children literature as a pedagogical tool. In addition, we held two synchronous meetings to develop practical reading exercises.



Partners: First Book and WIPRO.



Coverage: 12 departments.



1,760

Children's literature books delivered



1,671

Students reached



85

Rural schools reached



Video



RESEARCH & EVALUATION

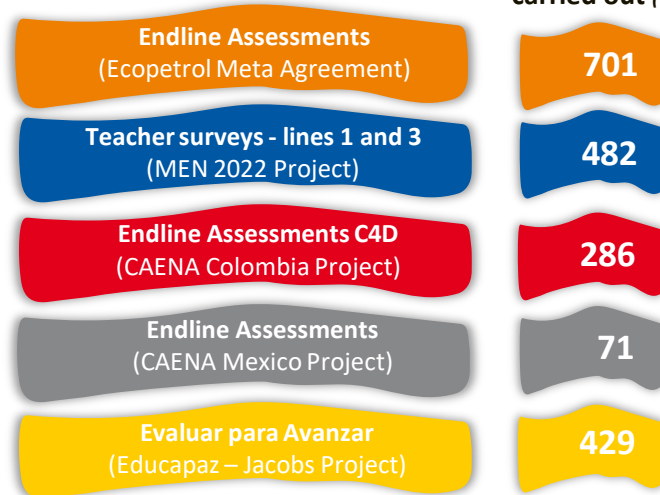


Research & Evaluation

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.

Evaluations carried out (*)



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

Ecopetrol Agreement N° 07 Endline Assessment (*)



[More info](#)

Student's self-esteem (TAE):



In 6 of the 11 schools evaluated (55%), there was a positive variation in self-esteem levels.



The proportion of students in the lowest levels decreased.



The percentage of students in the medium-high level increased 8%.

Basic learning in Reading:



There was an increase in the number of students who decoded between 30 and 50 nonsensical words, especially in the 2nd and 4th grades.

Reading comprehension:



The percentage of students who answered correctly between 7 and 8 questions increased significantly. In the 1st and 2nd grades, it increased 10%.



At the 3rd grade Baseline, 25% of students answered 7 - 8 questions correctly. At the End Line, this percentage increased to 55%.

Basic learning in Mathematics:



While in the Base Line less than 8% of the students managed to complete between 8 and 10 equations, in the End Line this percentage increased to near 50%.



In 4th grade, there was an increase of about 25% of students who managed to answer between 5 and 10 equations correctly. In 5th grade, it was 15%.

CAENA Colombia C4D Survey (*)



[More info](#)

As part of the accountability process that UNICEF carries out with the communities with which it works, we conducted surveys with the mothers/fathers and students of the CAENA. We also surveyed those children who transitioned to a formal school.

Maximum value: 1,0

	CAENA	TRANSIT
Usefulness of psychosocial counseling for mothers/fathers	0,75	0,95
Frequency of communication with tutors	0,72	0,92
Support of tutors	0,97	N/A
Child's learning progress	0,9	N/A
Motivation to attend CAENA or school	0,95	0,95
Children's commitment to learning	0,92	0,92
Usefulness of psychosocial counseling for children	0,75	0,97
Utility of the Learning Guides	0,95	N/A
Communication with the CAENA team	0,95	N/A
Effective communication with CAENA team	1,0	N/A
Treatment given to mothers/fathers	1,0	1,0

(*) Data collection round December 2021: 59 girls, boys, and adolescents (NNA) and 227 mothers/fathers.

CAENA Mexico Endline Assessment (*)



[More info](#)

Socio-emotional learning:



The learning environment had a positive variation of 0,6. There was evidence of improvement in the relationship between peers and in feeling important to the tutor.



Communication of emotions had a positive variation of 0,5. The ability to name feelings and tell others how students felt, improved.



Empathy improved by 0,3 points. Children's ability to understand how others feel, share with people who think differently, and love to help others increased.



Managing emotions had an improvement of 0,2 points.

Reading:



Overall results showed a slight improvement in reading.



The beginner level reading group had a reduction of 6%, and the Elementary level of 26.4%.



The percentage of children at the basic level (the highest of the test) increased by 31.4%.

Reading Groups

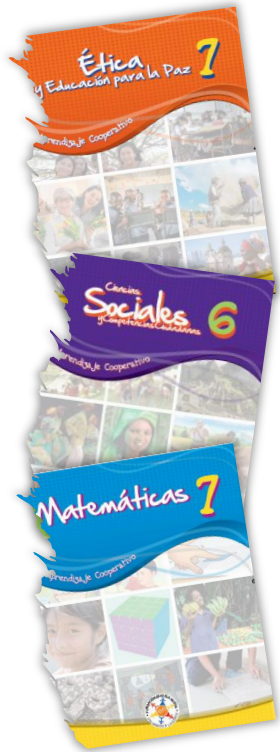
Beginner: None, Syllable, Word

Elementary: Statement, Story

Basic: Comprehension 1 and 2.

(*) Data collection round March and June 2022: 92 girls, boys and adolescents (NNA) who were in the CAENA.

Curricular design and materials production



ENA Learning Guides

- Updating and new edition of Social Sciences Learning Guides for 8th grade.
- Edition of the module of Technology and Productive Pedagogical Projects for 9th grade.
- Edition of Mathematics Workbook for 2nd grade.
- Production of the *Play and Communicate* Workbooks and Language Workbook for 2nd grade.
- New covers for 6th and 7th-grade Learning Guides design.
- Edition of Transition Learning Guides and Workbook.

DMF - ENA (*) Learning Guides

- Developing of the first two units of module 1, for the *Decido mi Futuro (DMF)* program.
- Definition of the scope and sequence networks of module 2.

Virtual Resources

- Referencing virtual resources for the new editions of ENA Learning Guides for 6th and 7th-grade.

(*) In coordination with the team of the "Decido mi Futuro" program, of the organization Enlaza Colombia.



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 2022, its consolidation continued and -for the first time- we opened a space called *"Literature and Socio-emotional Development"* with resources, activities, and recommendations to help teachers use literature books as educational tools.



IN NUMBERS:



7,194
Registered users



85
Courses created



+ 26,400
Developed activities

Volunteers & Interns - Research

Young people from Colombia and other countries have joined our team to contribute to the development of our educational mission. In 2022, a student about to receive a Bachelor of Arts & International Relations degree remotely dedicated her time, ideas, and analysis to the FEN cause. **Thank you for your valuable input!**



“ My Spanish and Excel spreadsheet skills improved. I met wonderful, and passionate people that work on great projects ”

Yesenia Rodriguez

Claremont McKenna College Volunteer
May 31st – August 5th 2022
Monitoring & Evaluation Assistant

Communications



5,855 followers

14 % increase



8 newsletters

+ 19,000 e-mails sent



44 media talking about FEN

47 articles published



2,545 followers

1 % increase



2 press releases

+ 210 e-mails sent



13 interviews

with national and international media



2,681 followers

11 % increase





A GLOBAL MOVEMENT



Recognitions



The Think Equal Program -adapted and implemented in Colombia by FEN- was recognized by the Colombian Institute of Family Welfare (ICBF) as **one of the 10 best pedagogical experiences that transform early childhood in Colombia.**

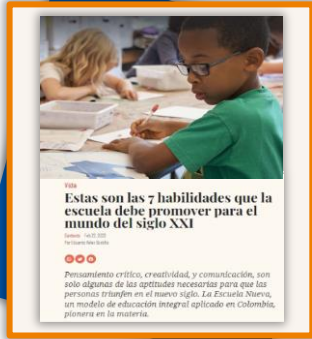
It is a socio-emotional education program aimed at girls and boys between the ages of 3 and 5. Based on the global initiative of the English organization Think Equal, in 2021 was adapted by FEN and implemented in five departments of the country.



HundrED, a Finnish non-profit organization that works to inspire a movement that highlights and disseminates the most inspiring practices in K12 education, once again recognized FEN as **one of the 11 most innovative, impactful and scalable educational projects in the world during the last five years.**

FEN is the only organization in Latin America that have received this distinction.

Publications



[These are the 7 skills that the school should promote for the 21st century world](#)
Eduardo Velez - Contexto

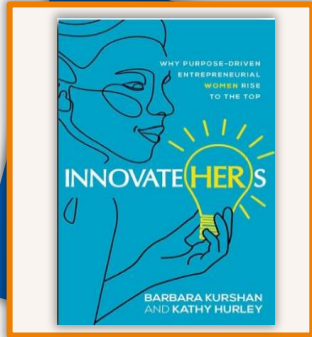


[Three Decades of Insights from the Escuela Nueva School Model](#)
Silver Lining for Learning



[Rural Learning, Reimagined](#)
Maya Silver - Cotopaxi

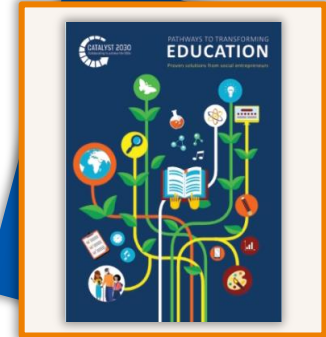
Publications



[InnovateHERs](#)
Barbara Kurshan - Kathy Hurley

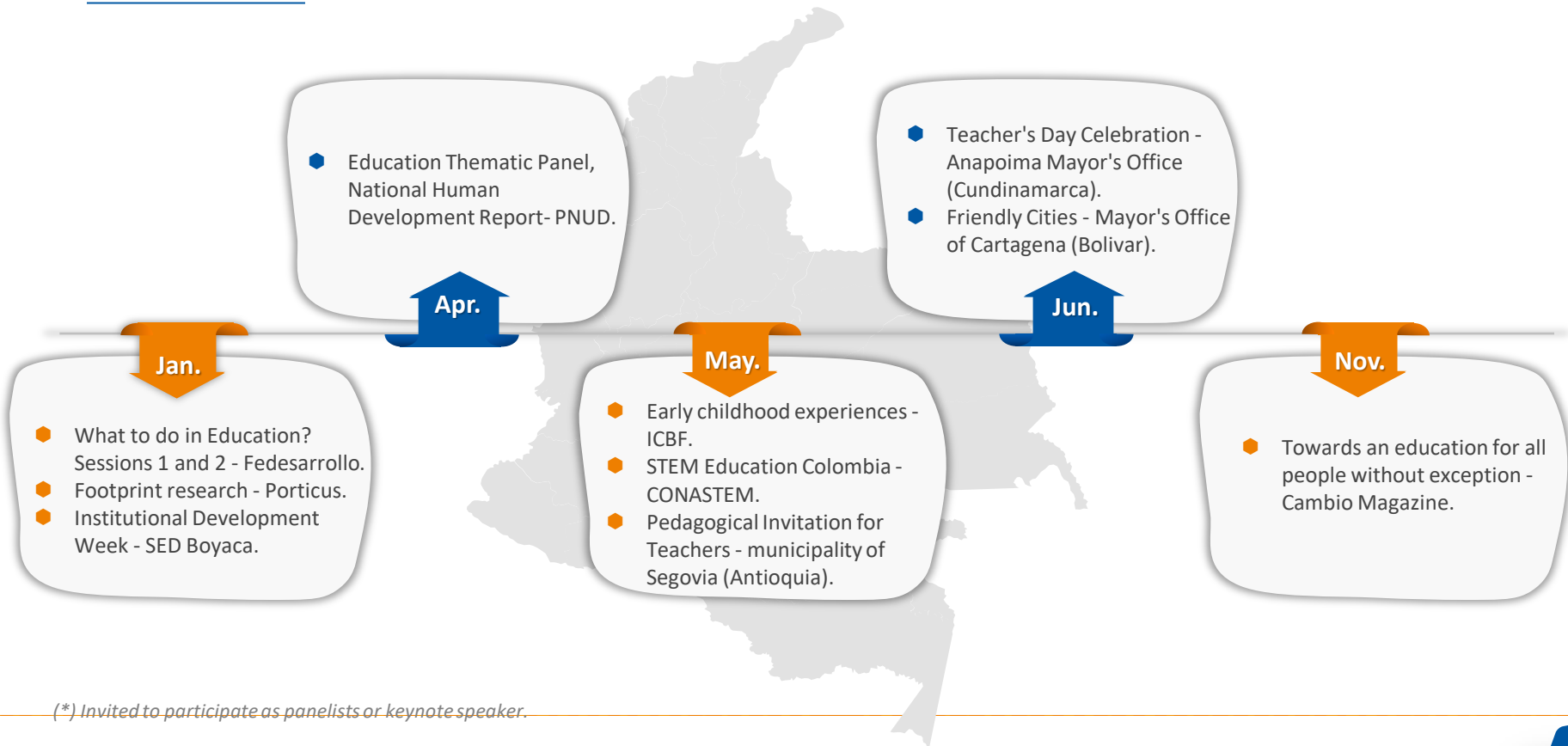


[Develop citizen skills, key to peaceful coexistence](#)
Semana Educación



[Pathways to Transforming Education](#)
Catalyst 2030

National events participation (*)



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

International events participation (*)

- Community of practice meeting: educational responses to national health emergencies - FLACSO.
- Meeting of first winners - Skoll Foundation.

Feb.

- Perspectives for implementing deep learning in comprehensive education systems – GSOLEN.
- Global Social Entrepreneurship Forum - Skoll Foundation.

Apr.

- 2022 Stanford Learning Acceleration Summit - Yidan Prize.
- Three Decades of Insights from the Escuela Nueva Model - Silver Lining for Learning model.

Oct.

Jan.

- Learning Planet Festival - Learning Planet.
- Construction of educational policies appropriate to rural contexts - FLACSO.

Mar.

- Benchmarking Workshop - Yidan Prize.
- Can we think together? - First Book.
- Perspectives for implementing deep learning in comprehensive education systems – GSOLEN.

Jun.

- Education Meeting - 1818 Society and World Bank Group Alumni.
- Rural Seminary - Catholic University of Maule.
- Panel - Yidan Prize.

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



FINANCIAL INFORMATION



Projects' Revenues

Total Revenue COP \$ 4.364,5 millions



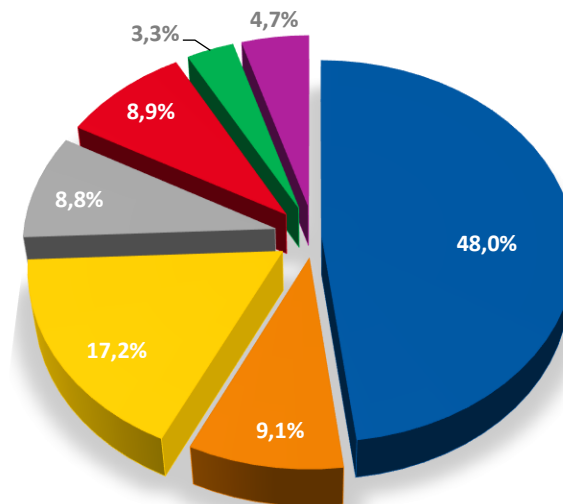
COP \$ 480,4 millions

Direct donations

COP \$ 785,8 millions

Non-direct donations

2022 Expenses



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

(*) Strategies of the Research & Development Line

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info@escuelanueva.org

www.escuelanueva.org

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