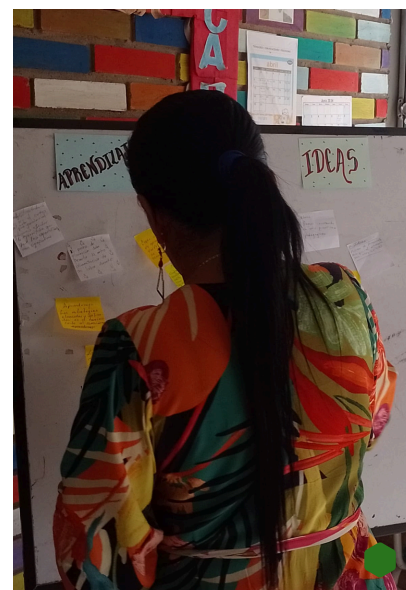




PROJECTS 2024



FUNDACIÓN ESCUELA NUEVA VOLVAMOS A LA GENTE



COORDINATION, DESIGN & LAYOUT: Claudia Pilar Moreno Orozco

CONTENT REVISION: Laura Maria Vega Chaparro

PHOTOGRAPHY: FEN Archives (credits & locations page 39)

©Fundación Escuela Nueva Volvamos a la Gente - 2024

2024 Projects



2024 IN NUMBERS



4,171 STUDENTS

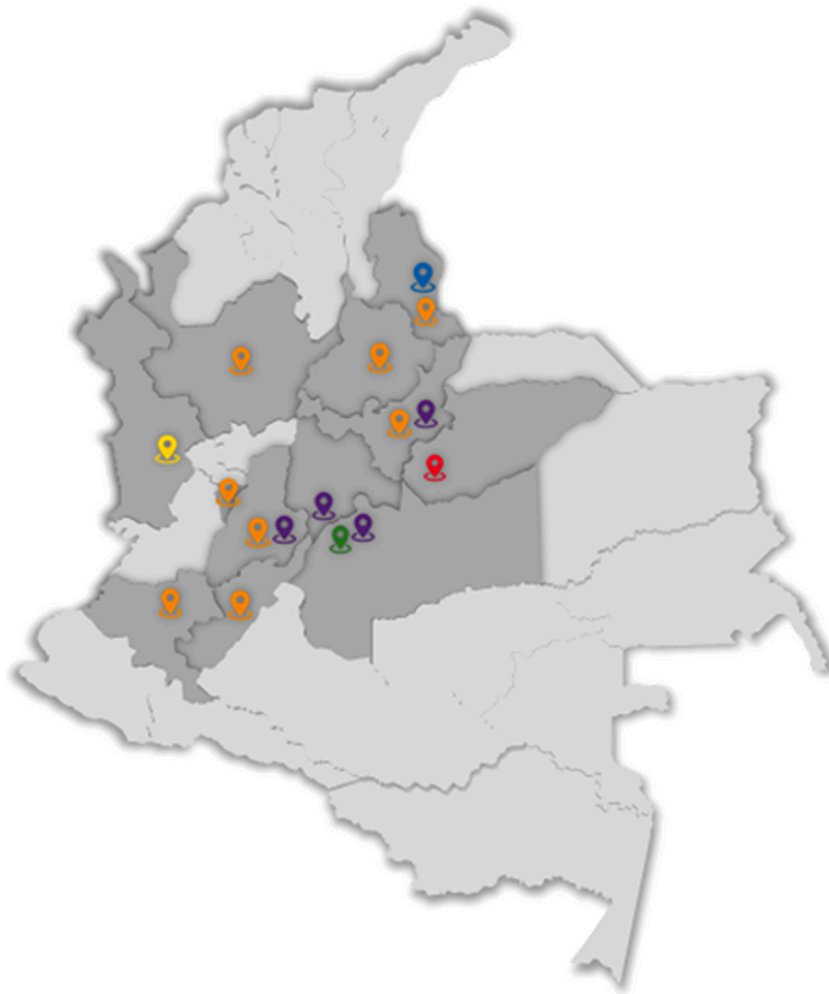


300 TEACHERS AND
KEY EDUCATION
ACTORS TRAINED



122 RURAL
SCHOOLS

OUR FOOTPRINT



Resignification of the Institutional Educational Project (IEP)

Department of Meta (Acacias, Castilla La Nueva, El Castillo, Guamal)



Support for the Rural Center for Research and Education - CRIET

Department of Casanare (Tauramena)



EDUCAPAZ

Department of Chocó (Quibdó, Medio Atrato)



Virtual Course in ENA Strategies

Departments of Antioquia, Boyacá, Cauca, Huila, Norte de Santander, Quindío, Santander, and Tolima



Decido mi Futuro (DMF) Program

Departments of Boyacá, Cundinamarca, Tolima, and Meta



Training Workshop on ENA Strategies

Department of Norte de Santander (Cucuta)

RESIGNIFICATION OF THE PEI (*)

In 2024, we continued supporting seven targeted rural Educational Institutions in the department of Meta to reformulate and update their *Institutional Educational Projects (PEI, for its name in Spanish) (*)*, based on an analysis of each school's context and needs.

The initiative aims to enhance institutional capacity at 55 rural schools across the municipalities of Acacias, Castilla La Nueva, El Castillo, and Guamal, promoting the PEI as an updated, living, and relevant document that can guide school dynamics and continuous improvement processes.

The project also includes aligning the activities with the technical support of the Departmental Secretariat of Education, ensuring institutional coherence and long-term sustainability.

(*) Guidelines for orientating teaching, research, and social engagement functions within the framework of the school's mission, vision, and values.



2,763 STUDENTS



151 TEACHERS



55 RURAL SCHOOLS

“Before the intervention, we faced the challenge of updating our mission, the model, and pedagogical approach, as social and academic demands had changed over the years.

Corpoeducacion and FEN came to guide the update of the *PEI*, bringing their knowledge and experience. It positively contributed to a transformation in the school's educational processes.”

Teacher Yolanda Rincon (Acacias - Meta)

Together with school leadership teams and teachers, we initiated Phase 2 of the review of the *Institutional Strategic Framework* with updates to the schools' guidelines.

This stage incorporated actions aimed at strengthening the educational project and the enhancement of the pedagogical practices, framed within the principles of Formative Assessment as a tool to continuously improve teaching and learning processes.



Key activities executed:

- ✓ We delivered 98 workshops and collaborative sessions to redesign strategic planning documents, update the curricular framework, and enhance pedagogical practices. We also integrated strategies to ensure continuity of learning and evidence-informed methods that strengthen lesson planning and classroom management.
- ✓ Conducted 28 virtual technical support sessions with the teams from each Educational Institution.
- ✓ Support and development of the virtual meetings *Pedagogy Up to Date*, focused on curricular flexibility.
- ✓ Administered the project's Baseline Assessment in each school.

These actions enabled progress in developing more relevant, dynamic, and locally grounded *Institutional Educational Projects (PEI)*, while also generating valuable lessons that reinforce our commitment to improving the quality, relevance, and efficiency of education.

SUPPORT FOR THE CRIEET

In May, we established a collaboration agreement with GeoPark Colombia, a hydrocarbon exploration and production company, aimed at contributing to the improvement of education quality in seven rural CRIEET schools in the municipality of Tauramena (Casanare).

This initiative comprises teacher training, pedagogical support, and the provision of learning materials based on the Escuela Nueva Activa (ENA) model.

The agreement is designed to strengthen the pedagogical capacities of teachers and school leaders through strategies and tools from the ENA model, thereby fostering more active, participatory, and personalized classroom practices that transform learning environments and support the students' holistic development.



247 STUDENTS



14 TEACHERS



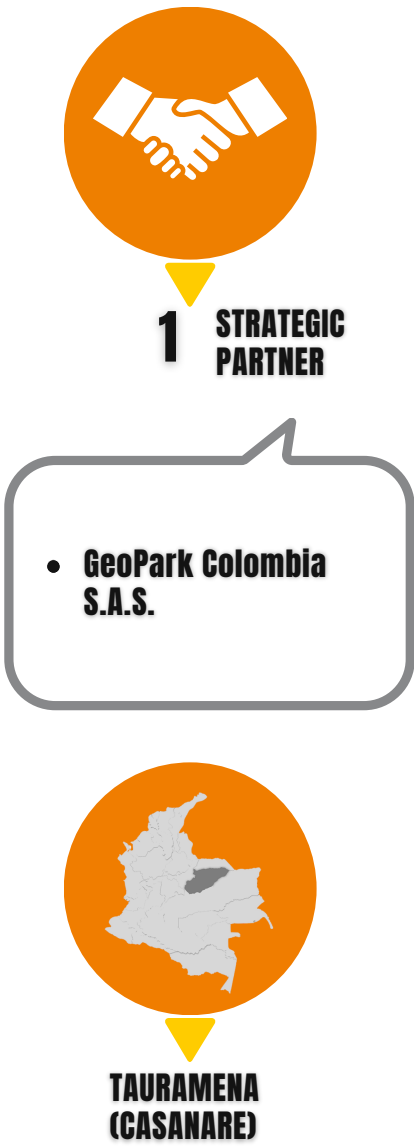
7 RURAL SCHOOLS

“The project has improved relationships among teachers and students as well as between teachers and students. We’ve also seen noticeable changes in the students as qualities such as leadership, teamwork, and cooperation begin to flourish. All this is due to the strategies implemented by teachers in their ongoing pedagogical work based on the training received through this partnership.”

School Principal John F. Ruiz
(Tauramena - Casanare)

Following the presentation of the project to departmental and local education authorities, we conducted the teacher profiling and data collection for the Baseline Assessment. This involved administering three tailored instruments: two with students in grades 3 to 5 and one with teachers.

With this phase completed, we moved on to the core components of our intervention: teacher training, pedagogical support, and the provision of learning materials.



Key activities implemented:

- ✓ Administered the Baseline Assessment through 91 student surveys and 12 teacher questionnaires, aimed at identifying starting points and specific needs.
- ✓ Conducted two in-person teacher training workshops focused on tools and strategies from the ENA model.
- ✓ Carried out 12 classroom observation visits to provide support and formative feedback to teachers.
- ✓ Provided 33 sets of ENA Learning Guides.
- ✓ Strengthened school microcenters by facilitating three sessions on reading comprehension skills.
- ✓ Carried out virtual support sessions for teachers.

These actions sought to strengthen pedagogical practices and provide teachers with the necessary support for the effective implementation of the ENA model in the classroom, promoting a more active, participatory, and student-centered education.

EDUCAPAZ

EDUCAPAZ is an alliance of seven civil society organizations working to contribute to peacebuilding in Colombia.

The initiative addresses two structural problems linked to the armed conflict: first, the normalization of violence in the culture, which calls for the formation of a new Generation of Peace through educational processes in citizenship, reconciliation, and socio-emotional development; and second, the lack of educational opportunities in rural territories historically affected by war, where illegal economies pose a constant threat to children and youth.

The driving force behind this coalition is the need for a more comprehensive and contextualized education that responds to the needs and realities of families and rural communities.



33 STUDENTS



54 KEY EDUCATION ACTORS



15 RURAL SCHOOLS

“Among the transformations that have emerged since EDUCAPAZ arrived, the most significant has been the strengthening of my pedagogical practice.”

Teacher Marisol Martinez - Medio Atrato (Choco)

EDUCAPAZ’s purpose is to ensure that good practices in peace education (developed in schools, communities, and public policies) are scaled up across Colombia, especially in territories most affected by the armed conflict.

To achieve this, its efforts focus on strengthening the education system through territorial, national, and global partnerships that help amplify its impact and consolidate a culture of peace through education.



7 STRATEGIC PARTNERS

- Aulas en Paz Program
- Convivencia Productiva
- Foundation for Reconciliation
- Los Andes University
- Javeriana University of Cali
- CINEP
- Fe y Alegría Foundation
- Fundación Escuela Nueva (FEN)



QUIBDO Y MEDIO ATRATO (CHOCO)

In 2024, FEN’s actions were concentrated in Choco, including initiatives such as:

- ✓ Participation in the seminar “Deepening Citizenship Education for Reconciliation and Socio-emotional Development - CRESE” and the event “Mapping Pathways and Opening Roads in Choco”, which provided opportunities to share successful peacebuilding experiences.
- ✓ Implementation of a deep-dive session on Ethnoeducation, Interculturality, and Educational Public Policy.
- ✓ Support for the reformulation of Choco’s Intercultural Ethnoeducational Public Policy through promotion and awareness-raising processes.
- ✓ Strengthening pedagogical practices through *Project-Based Learning and Productive Pedagogical Projects*, designed to reinforce the territory’s agricultural and cultural vocation.

These actions strengthened the capacity of education community stakeholders to plan classroom activities more effectively, and improving the school climate and the socio-emotional well-being of students.

VIRTUAL PROGRAM IN ENA STRATEGIES

In March, we launched the first cohort of the *Virtual Professional Development Program on ENA Strategies* with 15 rural primary school teachers. During this training process, we carried out the following activities:

- ✓ Weekly synchronous sessions that encouraged peer-to-peer exchange of experiences and learning.
- ✓ Ongoing, personalized pedagogical support provided by expert trainers.
- ✓ Three virtual microcenters focused on key ENA topics.

Grounded in a solid conceptual framework and practical tools for promoting effective pedagogical practice with ENA, the program enabled teachers to advance their professional development and strengthen their pedagogical work in terms of classroom organization, assessment, and planning.



15 TEACHERS



15 SCHOOLS



11 MUNICIPALITIES
ACROSS 8
DEPARTMENTS

“Through the meetings, processes, and tasks, we realized that the range of possibilities offered by Escuela Nueva Activa goes far beyond the Learning Guides. The ENA model goes further. During this training process, I felt very supported and was able to transform my pedagogical practice within the classroom.”

Teacher Henry D. Uribe - Entrerrios
(Antioquia)

DECIDO MI FUTURO (DMF) PROGRAM

In 2024, we developed educational materials for students in the *Decido mi Futuro Program*, an initiative through which Fundación Enlaza works to ensure that rural children in Colombia have access to *Comprehensive Sexuality Education (CSE)*. By equipping students with knowledge and skills, the initiative seeks to reduce early pregnancy and sexual violence, contributing to safer and more informed rural communities over time.

FEN carried out the following activities:

- ✓ Writing and editing Learning Guides that integrate CSE content with classroom activities.
- ✓ Design and development of a virtual teacher training course, created to support the understanding and pedagogical use of the Learning Guides.

The Program provided teachers with tools to address *CSE* in a relevant and reflective way, aligned with the school curriculum, thereby promoting protective and transformative educational environments.

“The result is a curriculum that can be implemented from 2nd to 5th grade, which complies with all international guidelines and Colombian laws. Most importantly, it ensures that Colombian boys and girls (...) understand that the power to shape their life project is in their hands.”

Juana Oberlaender- Enlaza
Foundation Director



948 STUDENTS



37 TEACHERS
TRAINED



4 DEPARTMENTS

ENA INTRODUCTORY WORKSHOP

With funding from the Norwegian Refugee Council (NRC), in mid-August, we launched an initiative to improve education quality at the Buena Esperanza Technical School in Cucuta (Norte de Santander).

The project included two key actions:

- ✓ An on-site introductory workshop on the Escuela Nueva Activa (ENA) model, where primary school teachers learned about its key elements and core curricular tool: the Learning Guides.
- ✓ The provision of 15 sets of ENA Learning Guides to support and strengthen teaching and learning processes in the classroom.

The training enabled teachers to become familiar with the use of ENA pedagogical materials and to understand their practical application in the classroom, fostering a more active, participatory, and personalized educational experience.

Through this initiative, we reaffirmed our commitment to inclusive and transformative education, and took another step toward expanding the ENA model as an effective response to the educational challenges faced by the country's most vulnerable communities.



180 STUDENTS



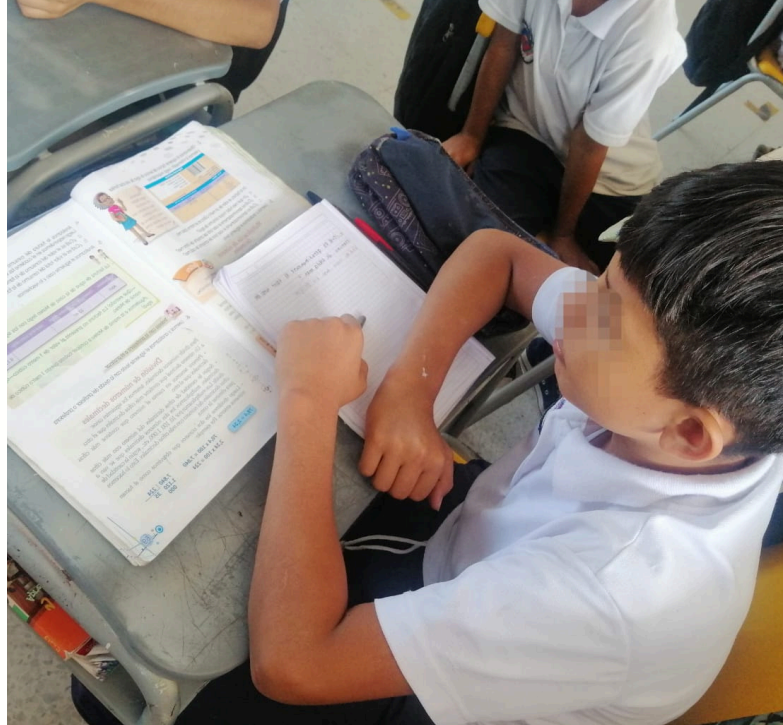
29 TEACHERS TRAINED



CUCUTA (NORTE DE SANTANDER)

Research & Evaluation

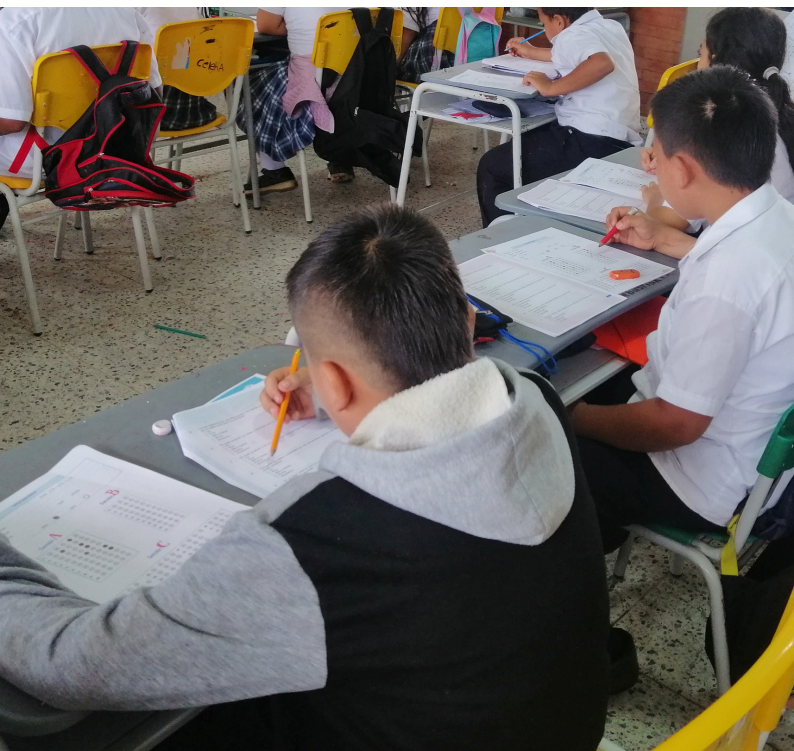




WHAT PROGRESS HAVE WE MADE?

In 2024, our Monitoring and Evaluation team made significant progress in strengthening various tools and methodologies used to measure the impact and effectiveness of the Escuela Nueva Activa (ENA) model, reaffirming our commitment to rigorous research, educational innovation, and continuous improvement.

This year's key achievements include:



1

Adaptation, application, and psychometric analysis of the reliability of the scales in the socio-emotional learning assessment tool, with the addition of new dimensions on gender equality and growth mindset. All the scales in this instrument demonstrated sufficient reliability (Cronbach's Alpha values close to or above 0.6). The original instrument was reduced to 46 items.

2

As part of an ongoing project, the reading assessment tool *Evaluar para Avanzar* was applied for the first time with 3rd-, 4th-, and 5th-grade students from the *CRIET* school in Tauramena (Casanare – Colombia), to measure reading competencies. The assessment evaluated literal, inferential, and critical reading comprehension skills.

3

Design of a teacher checklist to support the formative self-assessment of reading routines in the classroom. This tool aims to strengthen teaching practices by encouraging the implementation of activities that effectively and practically enhance students' literal, inferential, and critical reading skills.

4

Development of the training session "*How do we assess in ENA?*", designed for teachers participating in the Virtual Professional Development Program on ENA Strategies. The session emphasized formative assessment as a cornerstone of the pedagogical process.

5

Re-scoring of the *EGMA (Early Grade Math Assessment)* and *EGRA (Early Grade Reading Assessment)* results from the Ecopetrol Meta project was carried out using the evaluation criteria of the *Aprendamos Todos a Leer (ATAL)* program. This adaptation made it possible to identify progress in key aspects of reading development and to compare the results with national standards for assessing learning in reading and Mathematics.

6

Conducted a virtual microcenter focused on strengthening reading competencies in seven rural schools in Tauramena (Casanare).

7

Deployment of a student coding system and pre-completion of evaluation instruments, combined with a digital scanning process for answer sheets. These measures optimized the collection, systematization, and analysis of data.

These achievements allow us to continue adapting our strategies to the particularities of each territory, ensuring contextualized evaluations that help us understand what is truly happening in the classroom.

Drawing on this evidence, we enhance the learning processes, adjust or reinforce our pedagogical strategies, and define realistic goals for the expected impact of each project.





@Escuela_Nueva



@fundacionescuelanueva



Fundacion-Escuela-Nueva



@fundacionescuelanueva



info@escuelanueva.org

<https://escuelanueva.org/>

