

Fundación
Santo Domingo

STEAM+A: innovative ways of learning through language

Proleer Panel: *Reimagining Literacy for a Post-Pandemic Education*

Cambridge, MA, October 2023

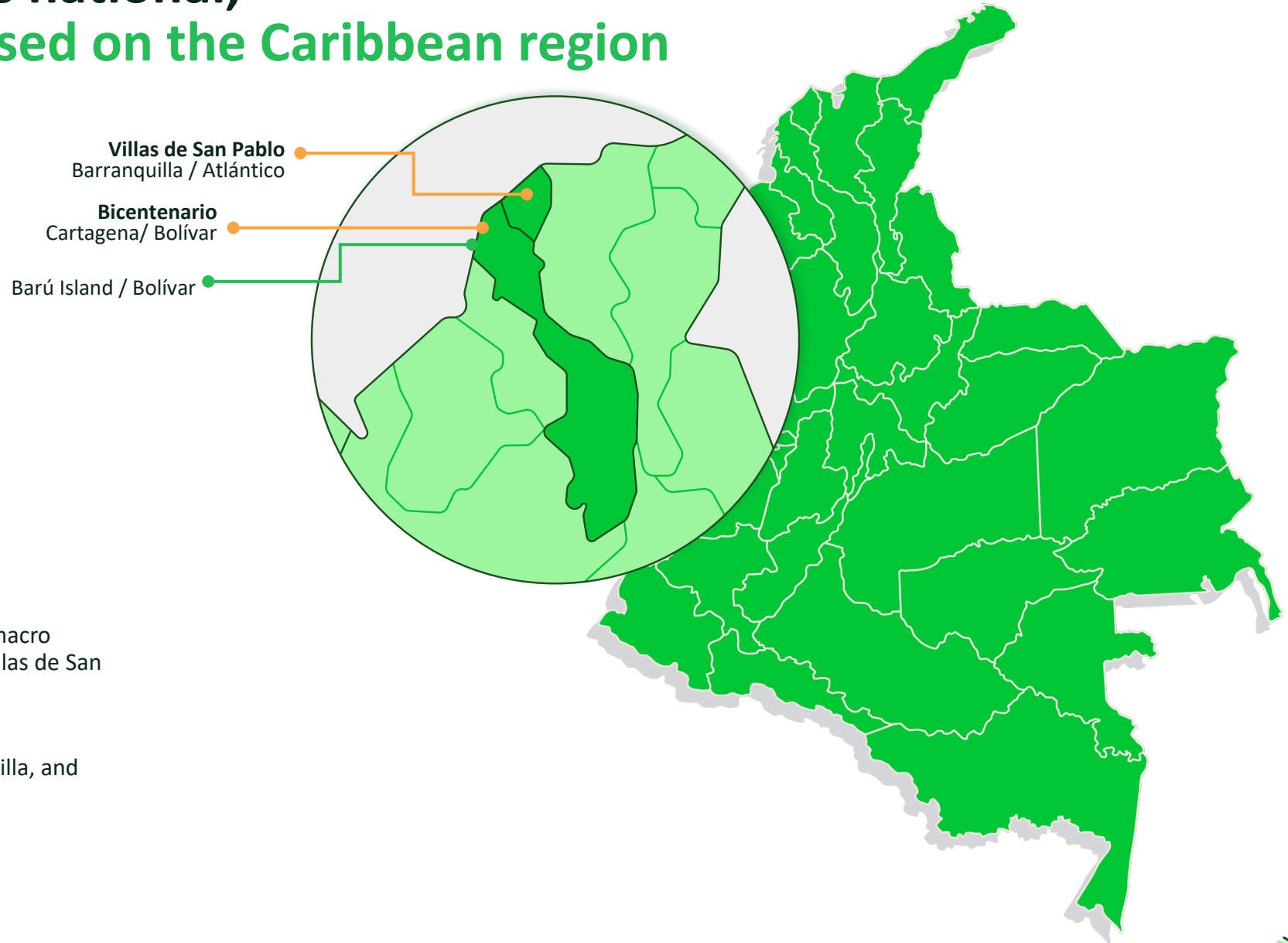




OUR HIGHER PURPOSE

We care for the well-being of people in Colombia and promote it through the generation of high impact projects in the areas of education, health, environmental protection, and local development

Our commitment is national, with a special focus on the Caribbean region



● **Regional projects:** Affordable housing macro projects Ciudad del Bicentenario and Villas de San Pablo.

● **Impact territories:** Cartagena, Barranquilla, and Barú.

● **National projects:** Rest of the country.



For 63 years we have led high-impact projects for social transformation in the country, working on **four fronts: education, health, environment and territorial development**

Strategic framework on education

Based on the specific context of education in our territories of interest, we propose an education strategy relevant to the interests of students and their context, working on three different action fronts.

Educational Access and Relevance



Early Childhood

Strengthen comprehensive care for early childhood boys and girls



Educational Transformation

Transform the educational practices of schools and day-care centers in the Megabarrios VSP and CB, and in Barú, through innovation and use of technology



Connecting education and employment

Promote the transition of young people to post-secondary training, creating better opportunities to access the labor market and generate income

- 1. Context of the Colombian Education System**
- 2. FSD's Program: Towards Active Education and Digital Transformation**
- 3. Project: "Laboratorio Vivo" in Villas de San Pablo, Barranquilla**

The Colombian education system recognizes education as a right that must guarantee the quality, access, and progression of children and youth in the country in conditions of equity.

Structure and main characteristics

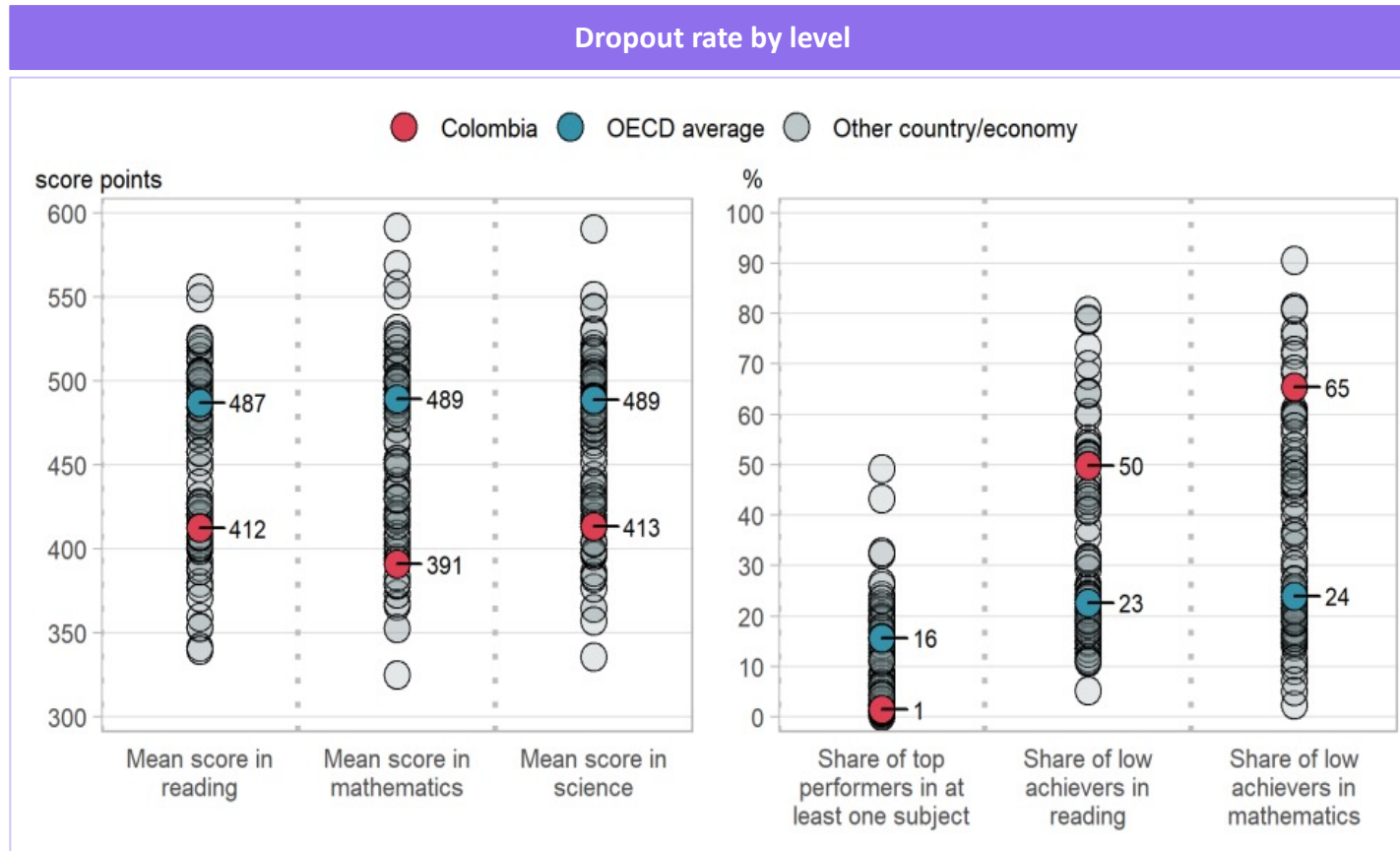
Ministry of National Education	Structure	Regulation
<ul style="list-style-type: none"> • Governing entity that defines policies and regulations, provides technical assistance to ETC, and carries out inspection, monitoring, and control of formal and non-formal education. • The education system is structured by levels: • Early childhood education • Elementary school • Middle school • High school • Higher education • Education for Work and Human Development (ETDH) 	<p>Organized and decentralized educational system consisting of:</p> <ul style="list-style-type: none"> • 97 certified education secretariats • 32 departments • 11 districts • 54 municipalities • Guaranteeing the provision of educational services, administer and distribute SGP resources. • Supervision of the provision of official services. • Ensuring the sector's principles are complied with: universality, equality, equity, inclusion, interculturality, efficiency, progressivity and sustainability. 	<ul style="list-style-type: none"> • Colombian Constitution of 1991 • Law of 1994 • Law 715 of 2001 • Decree 1075 of 2015 • Law 1098 of 2006 • Law 1804 of 2016

Currently, a bill to reform the Education Statute is underway, with the objective to address the implications of resources decentralization with an emphasis on the rights and duties of the following levels: Early Childhood Education and Comprehensive Care for Early Childhood, secondary education and its alternatives, and the creation of ethnic groups' educational systems



The 2018 PISA tests in Colombia shows a lower performance than the OECD average, with an average improvement from 2015 to 2018 compared to its first results of 2006.

Colombia vs. OECD



Findings

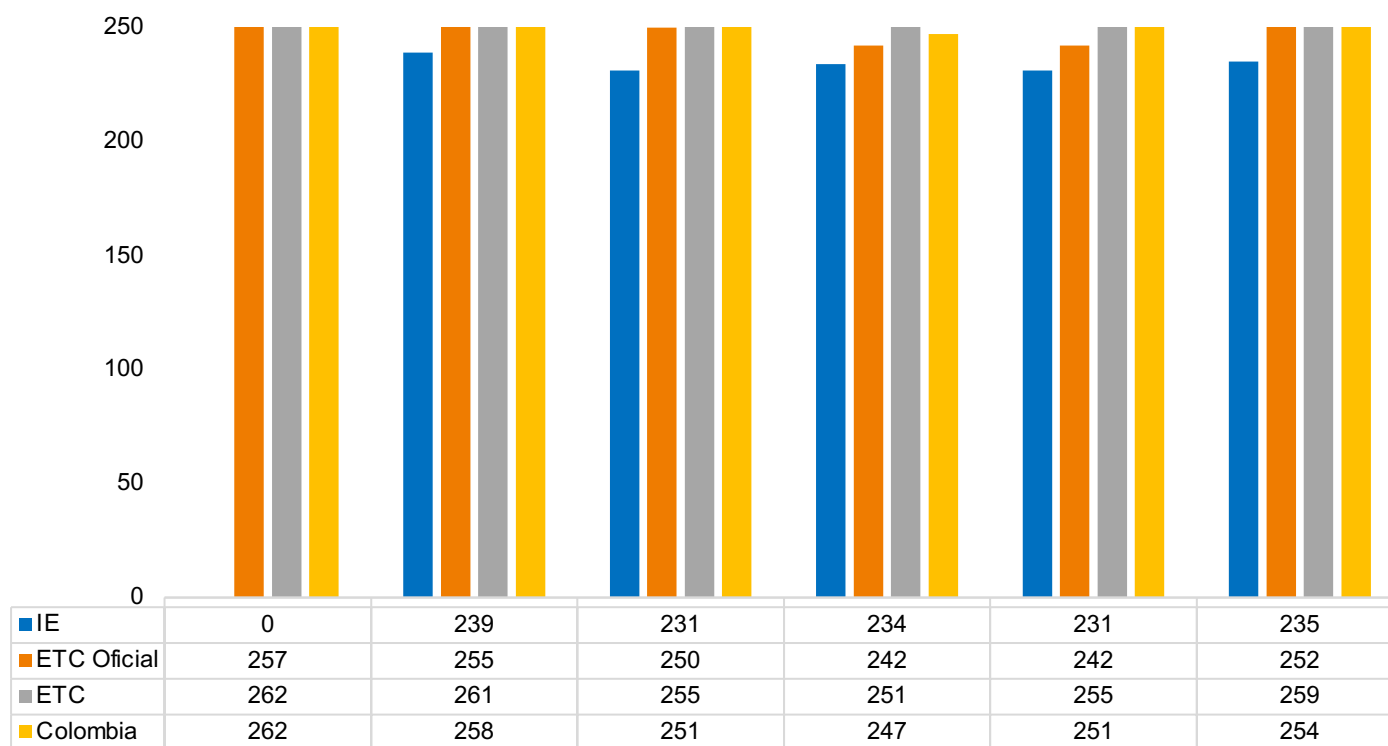
- Colombia scored 412 points in reading, **391 points in mathematics**, and 413 points in science, and its performance was more similar to that of Albania, Mexico, North Macedonia, and Qatar.
- About 50% of students reached at least Level 2 proficiency in reading and science, 35% reached at least the same level of proficiency in mathematics, and almost 40% had a low level of achievement in all three subjects.
- The socioeconomic status of students explained 14% of the variation in reading performance, which is higher than the OECD average of 12%, but lower than the figures for France (18%), Hungary (19%), Peru (21%), and Uruguay (16%).
- About 10% of disadvantaged students in Colombia were able to achieve a score in the top 25% of reading performance, compared to an average of 11% across all OECD countries.



The Saber tests in Colombia showed a statistically significant increase in the overall score of 3.8 points (2%) in 2022 compared to 2021

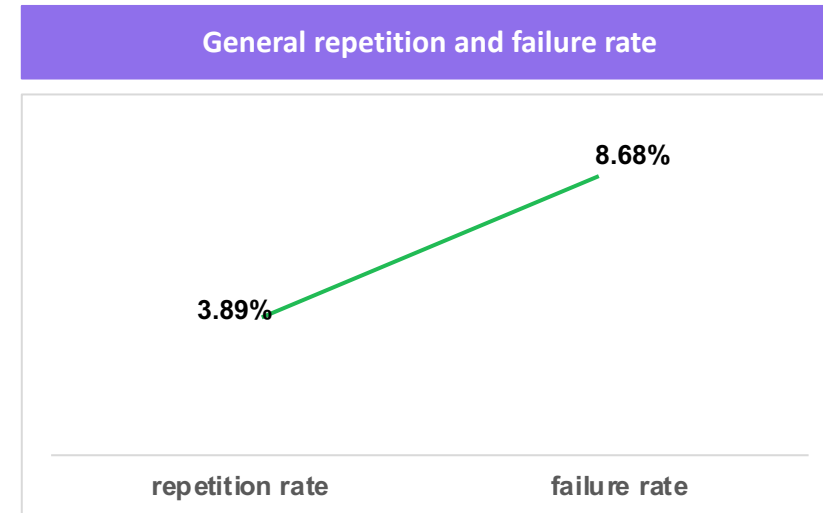
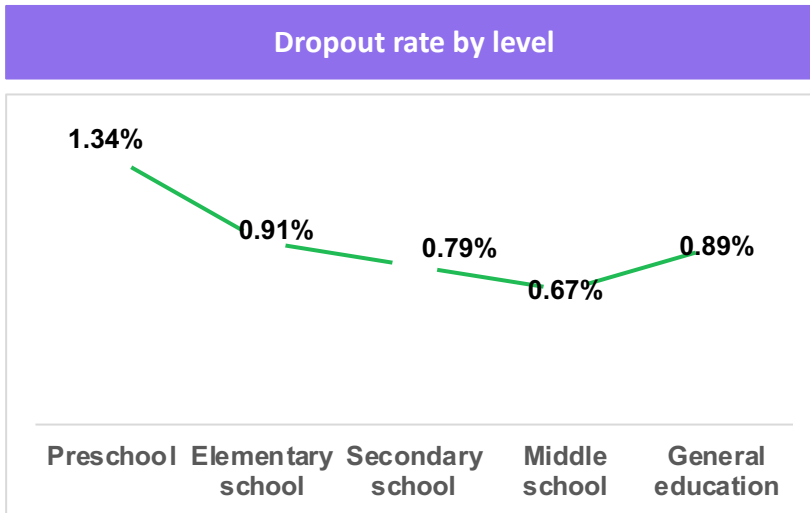
Results of the Saber Tests Colombia - Barranquilla

Overall Score					
2017	2018	2019	2020	2021	2022
N/A	C	C	C	C	C



Although progress has been made in terms of educational quality in recent years, dropout, repetition, and failure rates in Barranquilla still pose challenges for improvement.

Dropout, repetition, and failure rates 2022 by educational level in Barranquilla



Findings

- The educational level with the highest dropout rate is preschool
- The repetition rate is significantly lower than the failure rate, this may be associated with causes such as school dropout when they have to repeat a grade
- The high failure rates in Barranquilla invite a review of the standards defined by the IE in the Institutional Evaluation Systems



1. Context of the Colombian Education System
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EDUCATION STRATEGY

We lead projects to strengthen comprehensive early childhood education, promote innovative educational practices, and facilitate new opportunities for young people to continue their studies after school and achieve their life projects.



Educational transformation focuses on innovation through an integrated approach, where the adoption of technology makes sense in the face of the skills to be strengthened.





Towards an active and digital transformation education

Objective			
To contribute to the transformation of teaching practices in educational institutions in the Megabarríos of Villas de San Pablo, Ciudad Bicentenario, and Barú through innovation and the use of technology.			
Components			
	Capacity building for an institutional culture change	Availability of technological and non-technological resources	Articulation of education with the environment, culture, and technology
Specific Objectives	To develop skills in the human talent of educational institutions in the Megabarríos and Barú, in order to create an innovative culture that impacts institutional processes and teaching practices.	To support teaching processes, based on active methodologies with a STEAM+A approach, through the implementation, use, and adoption of technological and non-technological tools in educational institutions.	To articulate the offer of science and technology, culture, and the environment in Barranquilla and Cartagena with the teaching processes of educational institutions, in order to strengthen the development of 21st century skills, cultural appropriation, and environmental conservation.
	Megabarríos - Barú	Megabarríos	Cartagena – Barranquilla
Result indicators			
	# teachers with training in relevant teaching models and practices	# of children and youth from Megabarrío schools who participate in the implementation of at least one project that strengthens 21st century skills	# of PEIs adjusted under an innovative vision
Goals 2023	106 teachers trained	70 children and youth from Megabarrío schools participating	4 adjusted PEIs
Impact indicator	Index and results by evaluated area of Saber 11		

1. Context of the Colombian Education System
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Objetivo Strengthening the capacities in educational innovation and processes that favor trajectories, in 106 educational agents of the Educational Institution and the CDI in Villas de San Pablo in Barranquilla, enhancing classroom practices and methodologies and allowing the consolidation of the first School Laboratory of the Caribbean in Colombia, a process that will benefit 3,059 boys, girls and adolescents

Strategic alignment



 <p>Strategic line Education</p>	 <p>Action Front Educational Transformation</p>	 <p>Program Active Education and Digital Transformation</p>	 <p>Scope Territorial</p>
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Project features

Specific objectives

1. Generate creative and innovative solutions that transform the teaching methodologies of teachers in the classroom.
2. Consolidate the management of innovation in institutional processes.
3. Strengthen the competencies of educational agents that allow the transformation of their pedagogical practices.
4. Engage actors (CDI - IE) actively in the process of appropriation and implementation of harmonic transitions.
5. Consolidate the first Caribbean Laboratory School.

Location and duration

 <p>Location VSP</p>	 <p>Start: 2021 Completion: 2023</p>
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Partners



United Way Colombia

Budget in USD

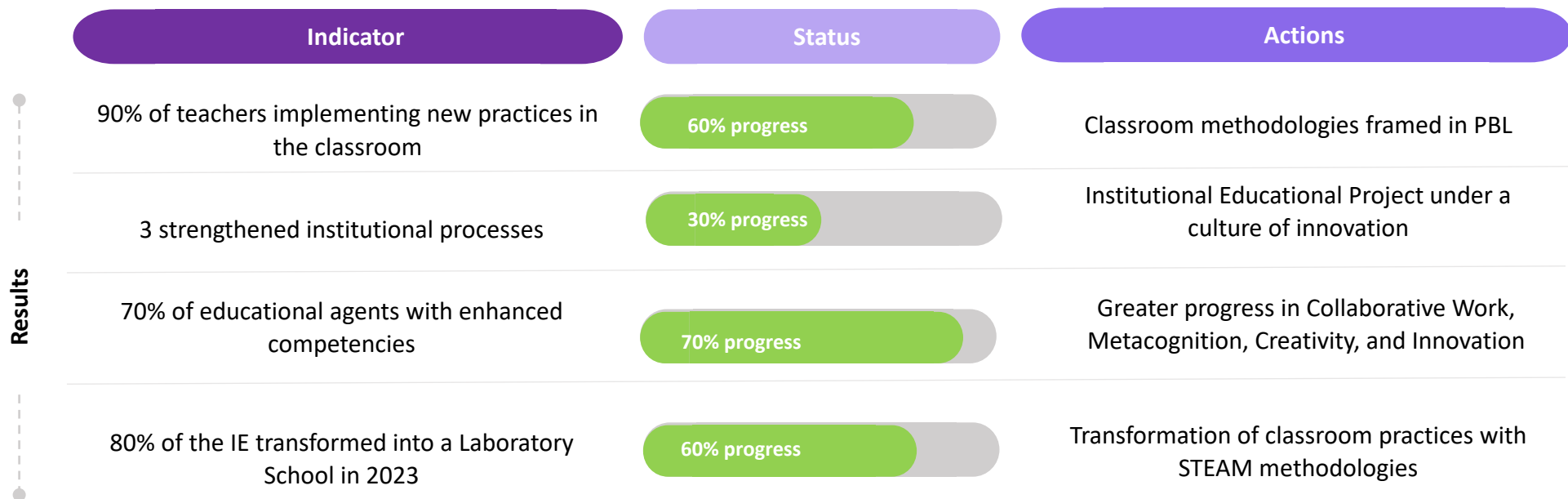
FSD	\$46,903
United Way	\$11,079
Total	\$57,982

Figures in USD



Through the Laboratorio Vivo project, there is evidence of progress in the pedagogical practice of teachers at the IE Villas de San Pablo.

Indicator status reports



FSD generates relevant processes recognizing the educational opportunities and challenges accentuated by the pandemic (1/2)

Reinventing education: Contribution of the program to the goals of the UNESCO report

Program component	Project scope	UNESCO objective
Building capacities for a change in institutional culture: Rectors and Teachers	<p>Strengthening 21st century skills in principals and teachers: Collaborative work, critical thinking, creativity and innovation, problem solving, communication, use of digital technology, information management</p> <p>Rethinking education with teachers: Analysis of the situation of the IE, Ideation of the solution and Incubation of the proposal</p>	<p><i>“Teaching should continue to professionalize as a collaborative work in which the role of teachers as knowledge producers and key figures in educational and social transformation is recognized”</i></p>
Availability of technological and non-technological resources	<p>Innovation Classroom: A place for experimentation, co-creation, exchange of experiences and inter-institutional collaboration</p> <p>A classroom equipped with elements that allows solving problems of the context, by students, teachers and community leaders</p>	<p><i>“It is essential that everyone can contribute to shaping the futures of education: children, young people, parents, teachers, researchers, cultural leaders ... human beings have a great capacity for collective action, intelligence and creativity”</i></p>



FSD generates relevant processes recognizing the educational opportunities and challenges accentuated by the pandemic (2/2)

Reinventing education: Contribution of the program to the goals of the UNESCO report


Program component	Project scope	UNESCO objective
Articulation of education with the environment, culture, and technology	Prototypes designed by students to improve their environment by managing solid waste with a robot Project developed using teaching methodologies such as Design Thinking	<i>“We should enjoy and enhance the educational opportunities that arise throughout life and in different cultural and social settings”</i> <i>“Curricula should emphasize the importance of taking advantage of the educational opportunities that arise throughout life and in different cultural and social settings”</i>
Measurement and generation of new knowledge	Participation of the <i>Universidad del Norte</i> in the systematization of experiences and transformations Measurement of innovation culture indicators	<i>“Universities and other higher education institutions must contribute to other educational institutions and programs in their communities and the rest of the world... creative, innovative, and committed universities that strengthen education as a common heritage”</i>



These changes are reflected in the dynamism of teaching methodologies in the classroom and the students' willingness.

Photo Gallery of the Project





**Let's build
partnerships for the
well-being of people
in Colombia**