

# Transformation of Cartagena's early childhood ecosystem

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BOLD IDEAS WITH BIG IMPACT®



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# Cartagena

- Second-largest city in the Caribbean coast
- Highest level of social inequality in the country
- Almost half of the population living under the poverty line



Hybrid PD program  
**aeiotü**

Workshops

Coaching sessions

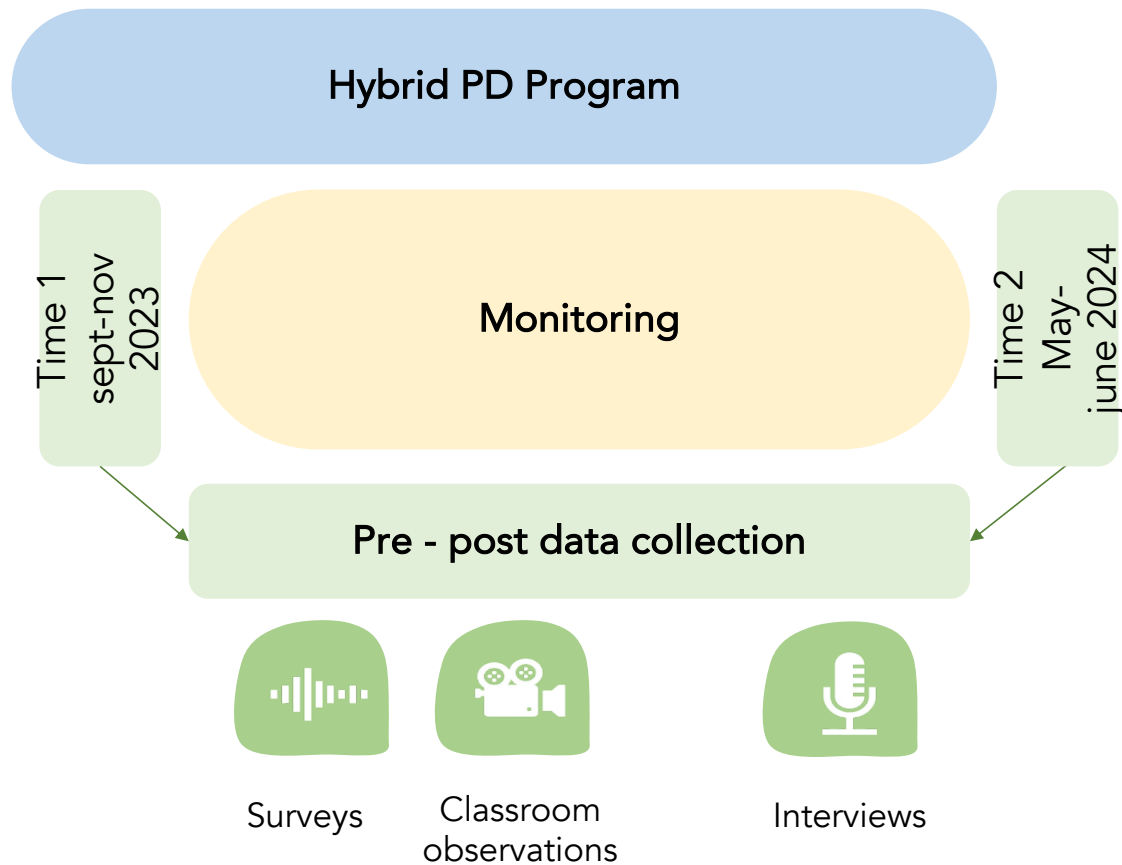
Virtual contents

Teachers	School leaders	Informal caregivers	Families	City leaders	Stakeholders
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Center-based care					
Home-based care					
PreK in public schools					
High-income private prek settings					
Low-income private prek settings					

Create a PD program that is a **cost-effective** solution to **scale** impact



# Evaluation design



	Program	Evaluation
Teachers	346	151
Caregivers	15	8
Leaders	39	30
Families	117	107
Stakeholders	29	29



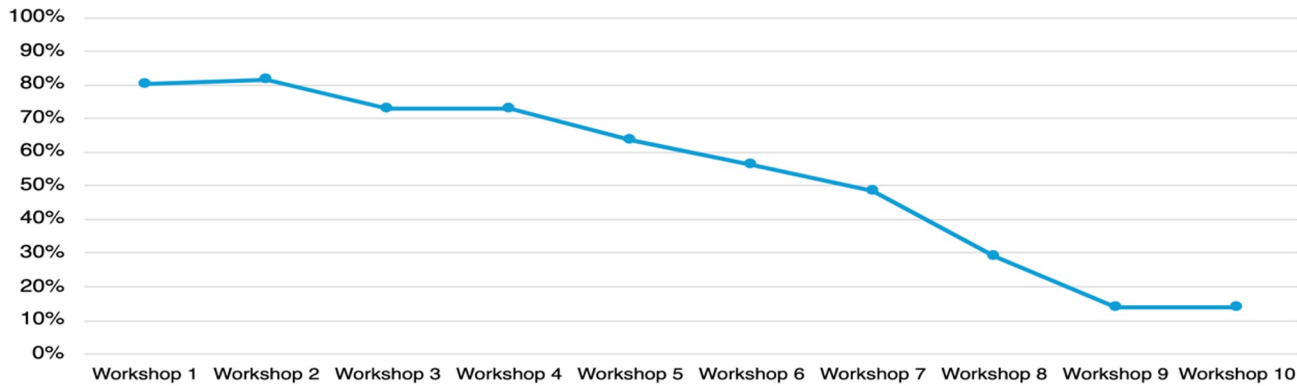
# Context

- Constant changes due to:
  - High temperatures + days of heavy rainfall
  - Cultural activities in the city + tourism.
- Difficult communication with participants.
- Changes in center contracting
  - Different timeline for each group of participants  
(Start: March-July 2023 ; End: March-June 2024)
  - Many adaptations to program design



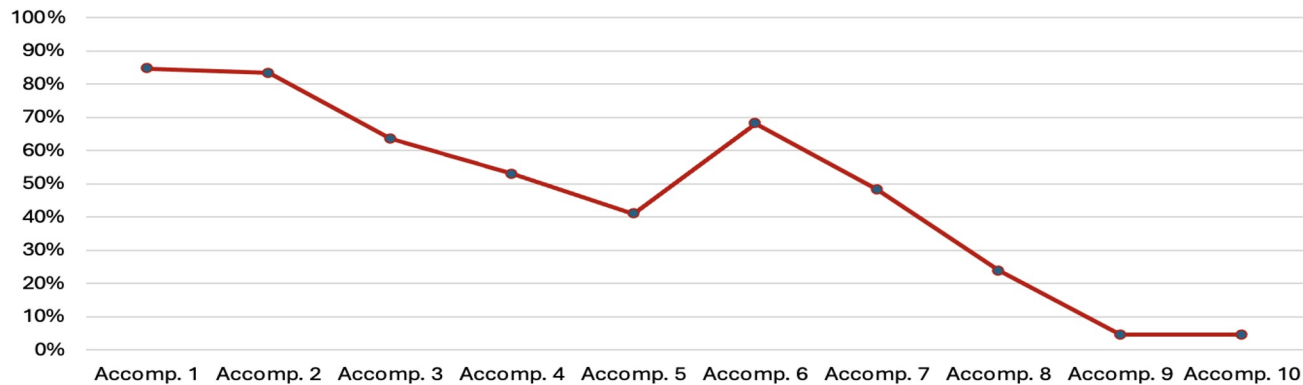
# Teachers' Attendance

## Workshops



Mean = 5 workshops

## Coaching



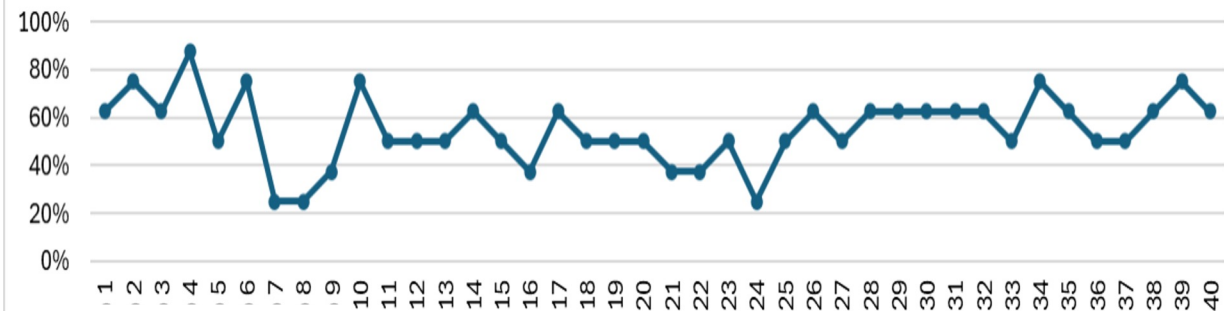
Mean = 4 sessions

## Virtual contents

By January 2024, only 14% had seen half of the virtual contents – Incorporated to face-to-face training

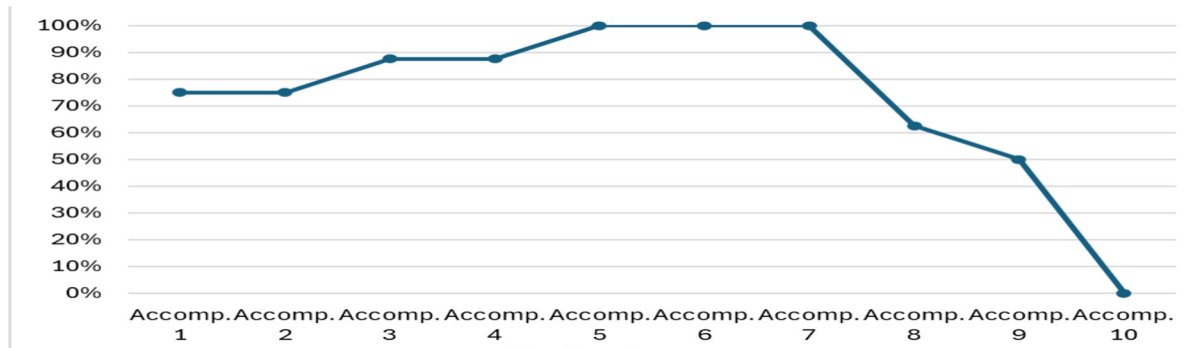
# Informal Caregivers' Attendance

## Workshops



Mean = 16 workshops

## Coaching



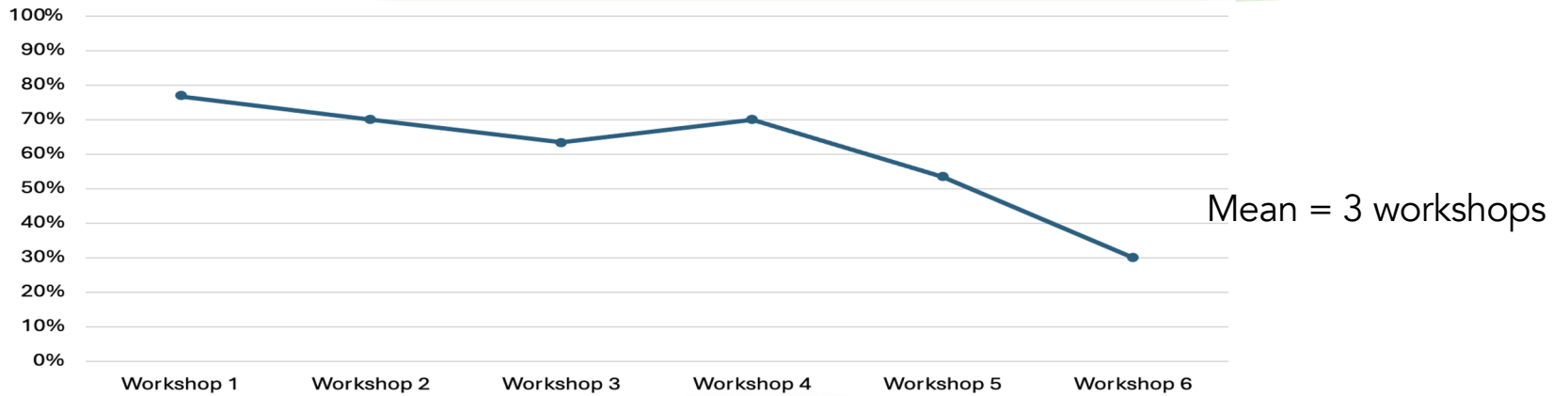
Mean = 5 sessions

## Virtual contents

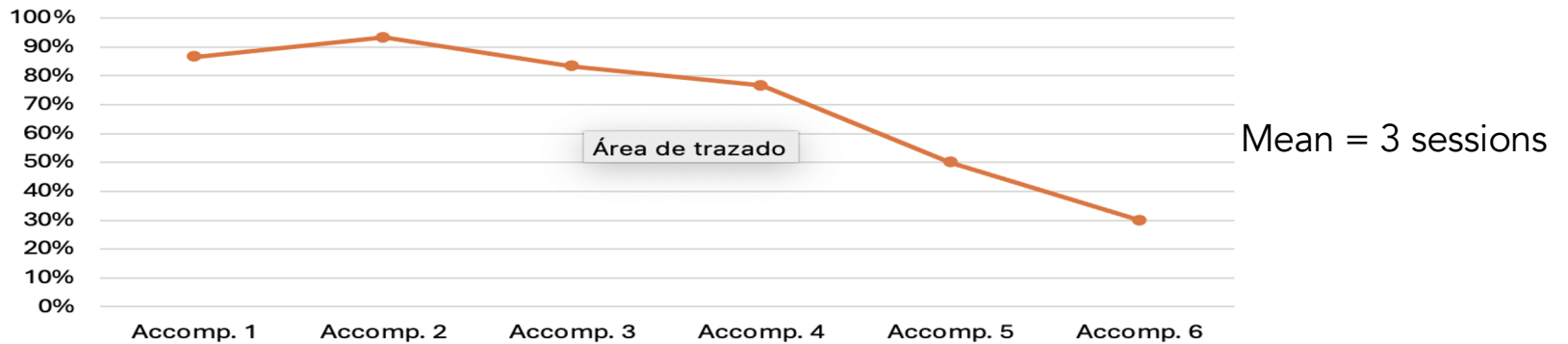
By January 2024, 30% had not seen any of the virtual contents – Incorporated to face-to-face training

# Leaders' Attendance

## Workshops



## Coaching



## Virtual contents

By January 2024, only 14% had not seen any of the virtual contents ? Incorporated to face-to-face training



# Changes in teachers' beliefs and practices

## POSITIVE CHANGES IN BELIEFS ABOUT:



Positive discipline\*



Positive image of the child\*



Learning strategies\*

Interviews: Better understanding of children's participation in the learning process, learning through play, exploration, and project-based pedagogical strategies.

## OBSERVED PRACTICES:



All teachers used a pedagogical planning tool at time 2



Slight decrease in pedagogical quality\*



Increase in support for social cohesion and support for exploration\*

\*Not statistically significant



# Changes in leaders' beliefs and skills

## BELIEFS



Higher recognition of teachers' skills, emotions and importance of PD\*



Higher recognition of importance to promote participation\*

## SKILLS



Higher skills to orient and create opportunities for teamwork\*



Higher communication skills



Higher skills to plan and organize time



\*Not statistically significant

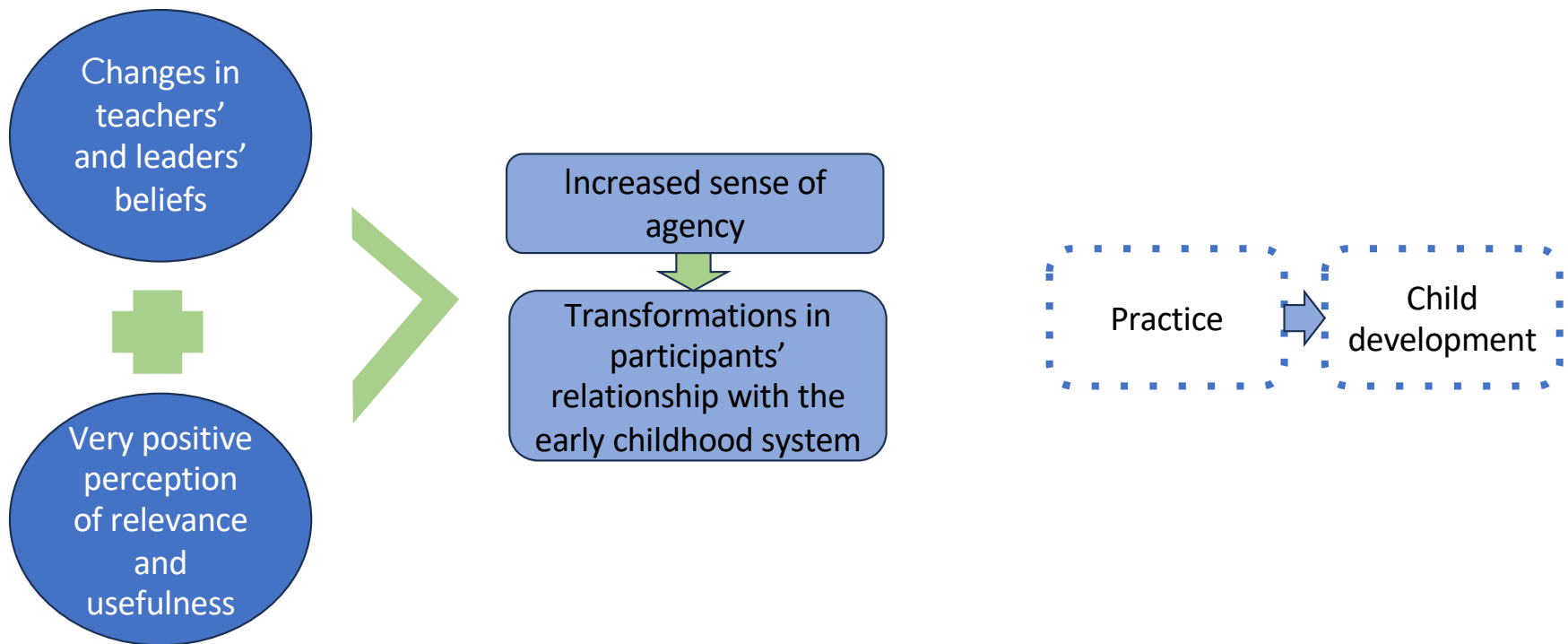


# Other findings

- All informal caregivers refused to be observed / interviewed at time 2
- Very positive perception of the PD program among all participants
  - Very relevant
  - Strategies to strengthen their practice
  - Coaching was highly valued by teachers
- Problems to access digital contents
  - Materials incorporated to workshops were highly valued
- Logistical suggestions
  - Defining a fixed place for the meetings,
  - Agreeing schedule for workshops and coaching
  - Considering the annual schedule of the institutions



# Conclusions





# Next steps

- Identify the knowledge and skills on which training should focus to ensure changes in practices.
- Ensure participants' attendance to all or most of the workshops and coaching sessions.



Informal caregivers



Virtual components

Design and test a less complex PD program that is articulated with the reality of the academic calendar of the institutions and the city:

Design → Test at a small scale → Iterate

¿Cost-effective solutions to scale impact?

