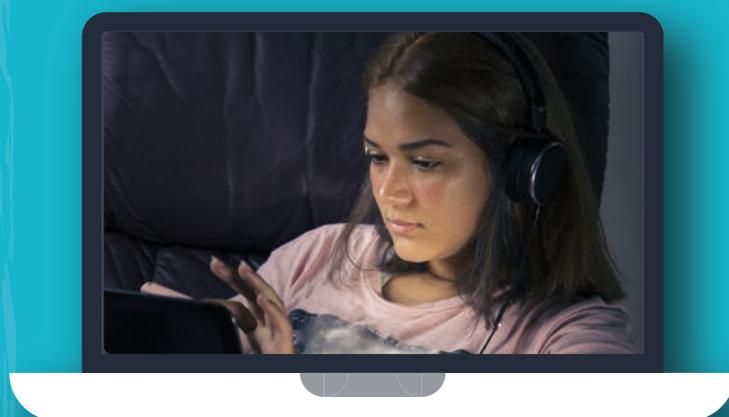
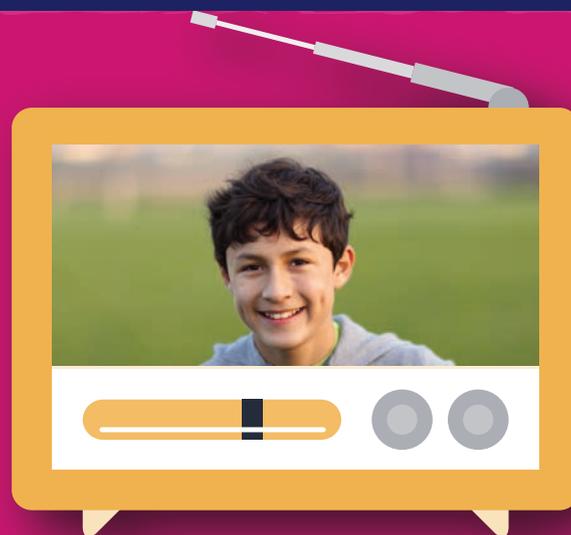


# Colombia: Aprende en Casa (Learning at home)

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## General description

Bogotá has the largest school system in Colombia and its teachers' payroll is the second largest for public entities in the country. Bogotá has a population of 7 743 955 inhabitants, and a total of 2 190 public and private schools. The Secretary of Education of Bogotá is in charge of 399 schools, which represent 743 562 students and 34 764 teachers distributed in 20 districts, 2 of which are rural. Official enrolment records for 2020 indicate that 87.8% of students belong to the most vulnerable socio-economic groups and 50.2% of these students belong to the poorest families. In addition, a considerable number of students in Bogotá belong to minority communities that are in even more vulnerable conditions, such as victims of the armed conflict (70 659 students, or 8.9% of all students enrolled), various ethnic groups (8 710 students, or 1.2% of all students enrolled), migrants from Venezuela (36 107 students, or 5.2% of all students enrolled) and students with disabilities (20 112, or 2.5% of all students enrolled). Every public school student receives free transportation and at least one meal, and is exempt from tuition fees. These characteristics of the student population made the continuity of education during the public health crisis caused by COVID-19 a difficult challenge for the governmental entities in charge.

The coronavirus crisis led schools and universities to rapidly transition to a distance-learning mode, via the Internet, television or radio. This series documents some country initiatives that ensured education continuity for all using technology and provided support to teachers, students, and their families.



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On 17 March 2020, the President of Colombia declared a national public health emergency. The mayor of Bogotá, Claudia Lopez, was the first to mandate quarantine measures for the whole population, resulting in the suspension of school attendance. The National Ministry of Education's response to the public health emergency was to suspend all national school attendance, declaring early school vacation from 16 March to 19 April. In contrast to the Ministry's approach, the Municipal Secretary of Education of Bogotá did not bring forward the school vacation, but instead, decided to implement a strategy of educational continuity "*Aprende en Casa - AeC*" (Learn At Home).

The AeC strategy comprises five components:

1. The creation of a web portal with curated education resources to support learning at home. This site (Edusitio) includes over 600 resources, such as class videos for all subjects and grades, webinars, social media interactions and resources for reading aloud with "BlibioRed en Mi Casa," a project in association with the Ministry of Culture.
2. Educational television and radio programmes which are broadcast twice a day on national TV channels and radio stations with content for all ages and subjects.
3. *Aprende en Casa Toca Tu Puerta* which distributes printed educational materials for homes with no internet access, including books, worksheets, games and brochures for games and activities and a "*Kit en Casa*" which includes science study guides, games and family activities for preschool and primary students.
4. *Programa de Alimentación Escolar en Casa*, which offers school meals distributed to each house through different strategies.
5. "*Mesas de Apoyo Técnico y Pedagógico*," support offices available from 7 a.m. to 4 p.m. for the entire education community looking for advice on technological or pedagogical issues.

These activities are designed to continue education and support homes in Bogota as they become spaces for learning, co-responsibility, autonomy, self-care and protection, reinforced by diverse pedagogical measures and guidelines established by the different educational institutions and the Secretary's outlines. The AeC strategy was the first educational continuity initiative in the country. It was designed and implemented primarily by the Undersecretary of Quality and Relevance in the Municipal Ministry of Education (SED) with support from other units. They were able to respond in record time for the continuity of education in the city of Bogota and that response served as an example for the rest of the country.

Since then, the strategy has evolved in response to the different challenges and necessities for the continuation of education in the city.

As a first response, the SED quickly convened a series of meetings with representatives of public and private school principals and teachers, and with local education directors, to discuss the best possible measures that should be taken by the education sector as a response to the public health crisis. Those various meetings and discussions shaped *Aprende en Casa* as a strategy – not to adapt the educational system, but as a transformation that relies on the continuity of the learning process and students' development at home, with the guardians/parents as main mediators and constant communication with their teachers. This strategy aims to support learning for every actor of the educational community, not only the students, but their families, the teachers, the principals and the administrative school staff. Given the highly innovative nature of the strategy, it uses constant feedback for continuous adjustment. Various meetings with the key members of the education community have been taking place since its implementation on 15 March. These adjustments represent three main phases of execution of the strategy.

### **Phase 1: Emergency Response (15 March - 19 March)**

The *Aprende en Casa* strategy was officially launched on 15 March with the Circular 005<sup>1</sup> (Care and Protection Guidelines for Students during the COVID-19 pandemic through the *Aprende en Casa* Strategy) and it focused mainly on the deployment of virtual tools to support online learning.

#### *Digital resources for online learning*

The already existing, but underutilised, website “Portal Educativo Red Académica” was restructured – it already contained more than 600 resources – and was enriched with *additional guidelines* and *flexible curriculum strategies* mainly for the teachers to use. To do this, a group of pedagogical specialists along with teachers and the Secretary’s staff designed and created more resources and updated its content. An editorial committee was created in partnership with the Institute for Educational Research and Pedagogical Development (IDEP, Institución para la Investigación Educativa y el Desarrollo Pedagógico) which would meet twice a week, organise the content by topic and use a common language for all resources on the site.

The National Ministry of Education then relaunched the webpage “Aprender Digital” that grouped together different partner entities, and the web portal “Colombia Aprende”, already in use, and organised the resources into nine areas: i) natural sciences and environmental education, ii) social studies, history, geography, political constitution and democracy, iii) 21<sup>st</sup> century skills iv) physical education, recreation and sports, v) ethics and life skills, vi) humanities, Spanish, and foreign languages, vii) mathematics, viii) STEM+A and ix) technology and informatics.

#### *School Nutrition*

Simultaneously, the *Programa de Alimentación Escolar PAE* (School Nutrition Programme) had to be modified and adapted in order to guarantee each student’s meal. For most public school students, the school’s meal is an essential one in their day. Thanks to a significant redesign effort to align delivery, public health measures, renegotiate contracts and conditions in record time in order to carry out a first distribution through the education institutions before the nationwide quarantine was imposed, 646 832 nutritional supplements were given to 187 000 students, 161 708 students received school meals and 25 383 food kits for preparation at home were handed out to each family directly by each educational institution.

### **Phase 2: A new education dynamic (19 March 19 - 3 April)**

After multiple meetings and discussions with teachers, principals and an analysis of the websites’ visits and comments by users, it was decided that the strategy had to become a *flexible school strategy*, *not just a curriculum strategy*, that brought the whole education community together to transform school practices, making the home the new learning space. This new learning space is a specific environment, but the aim was not to reproduce the school in the home environment. The website offers tailored content for five profiles: i) teachers ii) students, iii) guardians or parents iv) principals, v) counselors.

#### *TV and radio education*

In response to the city’s Internet access gap and the lack of technology in many students’ houses, the SED rapidly designed and implemented a wider spectrum of education delivery channels which included *TV programmes, radio and the use of social media*. This last resource happens to be accessible for those even without internet access but with mobile phone plans that include Facebook, TikTok, WhatsApp and Instagram.

<sup>1</sup> “Orientaciones de cuidado y protección de los estudiantes frente al covid-19 a través de la estrategia “Aprende En Casa”. And two days later on 17 March, Circular 006 2020: Lineamientos para la continuidad en la prestación del servicio educativo en la modalidad no presencial, en el marco de las orientaciones del cuidado y protección de los estudiantes frente al covid – 19.

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In partnership with the national television channels, the SED negotiated two hours of education broadcasting in the morning and two hours in the afternoon on weekdays for “Aprende en Casa con Canal Capital”. Those programmes are also posted on the Portal Red Académica website, and available for download 24/7. The TV station chosen had no prior experience with children and teenagers as an audience and lacked experience with educational programming. The partnership then expanded to include the Ministry of Education, the Ministry of Technology and Communications and the Ministry of Culture, and the channels “Señal Colombia” and “RTVC Play.” A broad programme of educational television was launched, entitled “3, 2, 1 Edu-Acción contenidos para todos” (3, 2, 1 Edu-action, content for all) and offering content available all day for all ages. At the same time, “Profe en tu casa”, a programme directed by teachers following the Ministry of Education’s pedagogical guidelines was also broadcast. The broadcasting of both programmes was reinforced by a second signal that could be synchronised with regional TV reaching rural areas. The educational TV strategy was supplemented with guidelines and a communication strategy to instruct the education community on how best to use its content.

In addition, the SED developed a partnership with Colmundo Radio and DC Radio to broadcast a programme three times a week from 11:30 a.m. to noon with educational content for the whole family. The objective of the programme, following the strategy to transform the home into a new learning space, is to encourage reading and writing. Well-known public figures (actors, musicians and artists) read books aloud, followed by conversations with experts and reading and writing challenges so students can continue learning on their own at home. The use of Facebook Live through the Secretary of Education’s Facebook group page has been also used to broadcast webinars, virtual classes and short educational videos.

##### *(Out-of-) School nutrition*

To continue the *Programa de Alimentación Escolar PAE* (School Nutrition Programme) on 25 March, the basic approach of the school nutrition programme had to be modified since the food distribution through schools ended up in crowd concentration and was inappropriate. First, the families had to request the school meal by filling out an online form or by phone. This allowed one of two options: i) the direct delivery of a “basic food basket” to be cooked at home (for rural populations), equivalent to one meal a day for a month; ii) a food bonus of 50 000 Colombian pesos per home to be redeemed in 365 markets. In addition, the SED designed a guide for the families to consult on the web portal: *How to maintain healthy nutrition at home*.

##### **Phase 3: Closing gaps (since 3 April)**

Both the TV and the radio strategy were focused on reaching homes without internet access. It became evident that this was not enough. Complaints from homes without any form of internet connection spurred the third phase of the strategy: *Aprende en Casa Toca Tu Puerta* (Learning at Home Knocks on Your Door) that aims to support education continuity for the approximately 50 000 homes without internet access.

##### *Addressing the digital gap*

One of the components of this strategy was a partnership with Claro, the telecommunications company. This has now been signed and is currently being implemented, which will provide Internet data access and mobile data for those homes. Another component is the procurement and donation of devices for students as well as the design and implementation in each education institution of a protocol that will support lending computers to students who need them.

In addition, the strategy includes the distribution of physical supplies, books and pedagogical toys and games, as well as activity adaptations, thanks to partners’ donations and active agreements. The education institutions’ guides, workshops and activities provided by the teachers were printed by the SED and distributed to each house. Family welfare funds and Maloka Museum (a science museum in Bogota) distributed 2 000 scientific development kits.

To follow, evaluate and assess the *Aprende en Casa* strategy as a whole, there has been multiple meetings with principals, teachers, educators and experts to discuss and receive constant feedback. To complement that feedback, the Evaluation Office has produced two detailed reports along with the SED's Pedagogical Professional Fellowship strategy (Profesionales de Acompañamiento Pedagógico). Those professionals are in constant communication with the teachers, directors and counsellors, which allows for a constant direct feedback from the educational institutions on their needs, challenges and successes. The Mayor of Bogota's #Yomequedoencasa survey, completed on 23 April, was also a valuable insight to evaluate the city's perception of the AeC strategy.

## Main problems addressed

The main challenges faced by the strategy were as follows:

- A wide inequality gap in terms of internet access and devices;
- The lack of competencies in the use of TICs and virtual education among educational institutions and teachers;
- The absence of self-learning capacities among many students;
- A breakdown in communication between parents and teachers;
- Nutrition, health and housing challenges for a majority of low-income families.

The constant evaluation, feedback and collaborative assessment of the strategy implementation, the challenges, the necessities unattended and the degree of the education community's overall engagement led to a constant transformation of the strategy in order to meet those necessities. The combination of online (Portal Web Red Académica, social media interactions, virtual classes, videos) and offline resources (such as radio, TV programmes, printed guides and books, WhatsApp communications) opened a broad spectrum of educational content. It was a key factor to guarantee education continuity.

## Mobilising and developing resources

The strategy could rely on the Secretary of Education of Bogotá's educational website "Portal Educativo RedAcadémica". Although it was restructured, it already included more than 600 educational resources. At the national level, the Ministry of Education's website "Colombia Aprende" was also an available resource.

The AeC strategy had to develop new resources in accordance with the three different stages presented above:

1. First, it developed a *flexible curriculum* mainly with digital resources, and made use of the already existing web portal "RedAcadémica", which was enhanced and restructured, primarily for teachers' as an emergency response. The development of resources focused on continuing education and teacher-student communication. This phase also included the development of new ways to distribute school meals through the schools and by assigning bonus credits to be redeemed in local markets.
2. Second, as a new *education dynamic* that aimed to guide the entire education community and reorganise education in all of its management areas, the digital resources were designed or reorganised according to five different profiles: i) teachers ii) students, iii) guardians or parents iv) principals, v) counsellors.
3. Third, in order to reach homes without internet, new educational television and radio programmes for the family were designed and launched across the national channels and radio stations.
4. Fourth, as an attempt to close gaps in internet access by reaching all homes without internet connections or technological/computer devices, the distribution of physical education resources such as books, guides, games and activities, and the purchase, donation and lending of computer devices for the students were organised.

## Fostering effective use and learning

Beyond the continued provision of nutrition and the multi-modal provision of educational content, *Aprende en Casa* supported the use of the educational resources by providing teachers with curricular flexibility and by making communication between teachers, students and families easier.

- *Curricular flexibility.* Some of the public teachers have embraced curricular flexibility as an obligation to innovate and think of new ways to teaching. The design of inter- and trans-disciplinary activities for the skills development has become a well-received alternative to traditional methods. The traditional way of evaluating has also been transformed, with the “grade assignment” being replaced by valuing students’ desire to learn and effort to do so. Between the second and third phases of the strategy, there has been a significant improvement in the quality of teachers’ planning and use of educational resources. Teachers’ skills in using ICT in teaching (use of apps, of different virtual platforms) and in incorporating their students’ home reality in their teaching content have developed. Some have even become YouTubers. The printed guides designed by teachers have also improved and have combined the use of videos, workshops, challenges, and drew on TV and radio programmes as well as newspapers. Yet it is still necessary to reinforce teachers’ training on ICT skills for a better and more effective use for teaching and learning.
- *Communication.* The strategy made the use of communication media and virtual platforms much easier. As a result, teachers increased their use significantly and their communication with their students and their families have become more intense as never before. Public teachers have mainly used WhatsApp (64% against 45% for private teachers), email (62% vs. 60% for private teachers) and virtual classrooms (21 % vs 46% for private teachers). In spite of the gap in the use of those different communication channels, it highlights a valuable effort to maintain student/family-teacher communication. WhatsApp has been the most used app, especially for those students with no internet access and no appropriate devices for other online platforms. Parents’ WhatsApp groups, classroom groups and teachers’ groups have allowed a constant flow of information. Despite the broad communication about *Aprende en Casa*, only 50% of the country’s public schools were aware of it, and 25% of the private schools. 40% of the students in public schools actually watch the educational programmes broadcast on national TV.

## Implementation challenges

The implementation challenges encountered were as follows:

- Budget availability;
- Human resources for technological needs;
- The connectivity gap,
- Logistics to distribute the resources and school meals,
- Taking into account the mandatory public health measures,
- Difficult dynamics inside of some home (violence, abuse, lack of routines and healthy habits);
- Communication challenges between students and teachers,
- Difficulties reaching vulnerable populations (migrants, victims, indigenous peoples, rural communities, people with disabilities).

The overall budget assigned to SED had to be adjusted, since the *Aprende en Casa* strategy had to spend resources that were destined to other projects, which meant a cut for the future execution of planned public policies. The SED staff have been overworked for the past two months and the project surpassed their capacity (time and skills -wise), so it has led the SED to partner with other public and private entities. Abusive and violent dynamics in some homes has made the SED re-evaluate what needs to be taught as a priority. This is a very valuable question that needs to be solved, and implies that more focus is needed

on instilling healthy habits and the development of social and emotional skills along with continuing with the transformation of the traditional curriculum and teaching strategies.

The mobilisation to close the internet access gap, bringing together public/private and civilian efforts has been a great opportunity to prioritise with hopefully lasting positive effects.

## Monitoring success

To follow, evaluate and assess the *Aprende en Casa* strategy as a whole, there has been multiple meetings with principals, teachers, pedagogues, and experts to discuss and receive constant feedback. To complement that feedback, the Evaluation Office has elaborated two detailed reports along with the SED's strategy of Pedagogical Professional Fellowship (Profesionales de Acompañamiento Pedagógico) which are in constant communication with the teachers, principals and counsellors of each educational institution, the Mayor of Bogota's #Yomequedoencasa survey completed on 23 April, and the 24-hour *Mesas de Apoyo Técnico y Pedagógico* (Support Offices for *Aprende en Casa* on technological and educational matters).

The measure of success is based mainly on: the number of visits for each profile on the Web Portal; the viewer average on each webinar or Live video; the number of books, guides, texts and activities delivered; the number of school meals and food bonuses delivered and redeemed; the number of support requests made to the *Mesas de Apoyo Técnico y Pedagógico* (support offices for AeC) and the topics of those requests; the reports issued by the local education directors from each school, and the teachers', principals' and students' feedback.

The strategy has undergone thorough evaluation that indicates engagement of the entire education community (April 30<sup>th</sup> to May 15<sup>th</sup>):

- The Portal Red Académica has had 11 532 367 visits, compared to 3 914 680 visits in 2019. The section *Aprende en Casa* has had 4 641 163 visits. The breakdown of visits according to profiles and content is as follows: 28% students, 24% families, 37% teachers, 13% principals, 9% counsellors and 7% diversity (blind population content, ethnic and disability differentiated content)
- Certain school's own web portals had 1 200 000 visits.
- WhatsApp was used for 18 teacher videos (#EntreProfes) with 9 100 reproductions.
- Through the "Canal Capital" national TV channel, there has been 20 000 downloads of pedagogical guides of the streaming programmes, 10 000 users of these streams and 4 000 daily TV viewers on average.
- On radio there has been seven different programmes, with 5 000 reproductions via Facebook.
- "*Aprende en Casa Toca tu Puerta*": The physical distribution, mainly for rural localities, of 1 839 education supplies kits, and 3 200 pedagogical guides from five schools were delivered, and 20 000 preschool and primary students received them.
- The partnership with Claro Telemovil provided 50 000 families with internet connections.
- 100 phablets, 80 computers, 20 tablets and 350 devices for teachers were distributed and a protocol for borrowing school computers was implemented for 164 914 devices.

Support requests to the *Mesas de Apoyo Técnico y Pedagógico* (support offices for AeC) have dropped significantly, which suggests there has been less inquiries and difficulties in education continuity while using the different resources.

## Adaptability to new contexts

This solution is mainly appropriate for countries with internet access gaps and deep socioeconomic inequalities.

This strategy has been adapted and implemented in other Colombian cities. However, for rural areas, the strategy is not scalable as a whole. The television, radio and “Aprende en Casa Toca Tu Puerta” are the lines of work that can be replicated in even more complex contexts. (*Enseña por Colombia* (Teach for Colombia) has implemented a project for rural radio stations, based on a podcast called *Aprende la Onda* (available on Spotify), with satisfactory levels of engagement).

This initiative is meant to be sustained after the COVID crisis as it could be a transformative practice for education. On 9 May the directors, experts and advisors of the SED did a daylong workshop on reinforcing the AeC strategy, projecting different possible scenarios. There is common agreement that the strategy opens new opportunities to finally engage families in the learning process of their children, to practice co-responsibility in education (relieving the burden that the school has carried), to instil the proper use of ICT and to close the internet access gaps in our city and country.

### Key points to keep in mind for a successful adaptation

1. Make a thorough diagnosis of the population’s education community in order to determine:
  - a. The percentage of student’s homes with internet access and mobile hotspot.
  - b. The percentage of the student’ s homes with technological devices in good conditions
  - c. The percentage of diverse students (disability/minorities) and their particular needs.
  - d. The number of technological devices per home and per student.
  - e. The teacher’ s formation and skills in the effective use of TIC resources for teaching, engaging and evaluating.
  - f. The teacher’ s communication channels with the families.
  - g. The social economic gap of the educational population.
  - h. The governmental budget and capability for designing relevant resources for in-home education, and for developing, implementing and assesing action plans to mitigate health risks (including infrastructure adaptation, technological development, teacher’ s trainng and student’ s assessment)
2. Identify the existing resources and formulate a process that can be nurtured and materialised with what is available.
3. Gather all the key actors of the education community to collectively propose strategies and inspire them to assume the challenge as an opportunity to innovate and for creativity.
4. Avoid to translate the school’s experience to the student’s home. Rather transform the home as a learning space in itself. This means a curricular flexibility that prioritises learning focused on the student’s reality and context.
5. Identify all the communication channels used by the principals, teachers, counsellors, students and parents to reinforce them.
6. Secure the existing public and private alliances and negotiate new ones in order to cover the needs that overwhelm the local governments’ resources.
7. Create a strategic team to monitor the strategy, its success and challenges.

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