

# **COLEGIO AMANECER NUESTRA SEÑORA DE FÁTIMAH –**

Work and Results Report  
2005

Presented to Susila Dharma and Donors

Dear and Respected members of the Board of Directors

Our affectionate and warm greetings (it's very hot here in the tropics), on behalf of Amanecer and Nuestra Señora de Fatimah Amanecer School.

We would like to submit a report of management and activities performed during 2005 by the School, which includes our proposal for improving the curricula (the improvements budget and investment requirements for 2006), and a brief information about Subud Colombia's policies toward Amanecer and its new Committee.

## **Subud Colombia's Current Policies**

The new Subud Colombia chairman has been in the Education field for 39 years, and he realizes that Amanecer's School is an opportunity for displaying, during his tenure in the National Committee, his education experience and his love for Education.

He has remarked that he and the Keedjiwan Counselor have been Educators, and so have been two of the National Helpers. Worth mentioning here, is the testing done by the Keedjiwan Counselor on the importance of the involvement by the National Committee in the School, and their providing space and land for its facilities; the result of this testing was very positive.

Besides, we have heard the Chairman saying in several occasions: "Education is a current path in Subud's development, because Subud is transcendence and Education can become so". Therefore, we believe that there's a favourable atmosphere for support and consolidation, as well as the good will for implementing the educational process as a Subud project.

This same atmosphere has brought forward, as designing methodological proposals, education and the academy as a whole; they have been subject in different talks and meetings and we have even heard comments about re-taking the University proposal.

### **General Achievements:**

In the year 2005 we achieved the necessary approval, by the office of the Province Education Secretary, to teach all grammar school levels up to 5<sup>th</sup> Grade; that made us start merchandising the school, and the results were favourable because we increased considerably the number of students to an average of 43 boys and girls, from pre-school to 5<sup>th</sup> grade. For that reason, we had to increase the number of teachers and the support from young assistants.

### **ACHIEVEMENTS REACHED BY THE STUDENTS AND THE INSTITUTION**

\* A state of inner well-being that reflects in happiness:

In general, we accomplish a lot by getting happy and satisfied boys and girls daily; children who happily climb into the school's van in the morning, and who would rather stay at school after hours.

\* Reinforcing their self-esteem:

A high number of students (or rather, all the primary students in varying degrees) showed a problem of self-contempt, which appeared constantly in negative and de-motivational answers, boredom in the present and despair towards the future; in general terms, "why do I bother if I always get it wrong?".

One of our best achievements in 2005 was to open ourselves to the capacity, through the method being generated, heal themselves from inside their emotional and affective wounds.

\* Love for knowledge and studying:

Although the academic performance didn't reach the levels expected for 2005, it is clear that we have built emotional foundations so that the children can open to education as a form of life. There were catharsis periods in many of them, freeing negative emotions and

deep fears of failure, being scolded and compared, while all of those feelings pretended to shield them from academic responsibility.

\* Involve the pupils as main characters of the School:

An apparently intangible aspect, that nonetheless is taking shape from the School's philosophic emphasis in its pedagogical concept towards a tangible reality.

First, the method we advance to comes from observing the children as they learn to grow in freedom and responsibility, being them our first source for inspiration.

Secondly, to train and discover the "I am", "I exist", "I'm part of", "I propose", "together we can...", which are feelings that will place the School in the regional society through its outstanding students.

### **Physical Plant:**

Nowadays, the School has a large hall dimensioned for the three pre-school grades, with a spatial distribution that expresses its pedagogical concept. The room has three levels: one for academic affairs (Montessori material); the second holds spaces for cooking, first-aid, reading and stories; the third level is for painting and abstract expression. A new bathroom was also built for Pre-School in order to replace the old one, which was in bad condition. All this was possible by the funds received in 2005.

*Currently, Primary School is being taught inside Amanecer's large Latihan Hall.*

### **Merchandising and Advertising**

For this year we have performed the following merchandising steps:

- We placed a billboard on the main roadway into La Tebaida, until 1/30/06,
- An ad in the local newspaper, up to 1/06,
- An ad in the local Yellow Pages,

- We designed and printed fliers and posters to be pasted and delivered at convenient stores, dental offices, the city hall, etc. In January we dealt fliers and visited several families.

## **Academic Development for 2006**

This year, we want to work on the development of the guides for each level and each area of work, including the talents shops; we also want to build the necessary academic guides for the daily work with the children; and we intend to develop the “Escuelas de Padres” (Parents’ Schools) with a plan for the whole year.

The Parents’ Schools will help build a stronger bridge for communication, aiming also at assist parents in participating on, and completing, their children’s whole human development.

We also want to put forward an Institutional Education Project (PEI), in order to extend our educational services up to Ninth grade; we mean to get approval for the first four years of preparatory school. In order to achieve this, we need all the commitment, decisiveness and support Subud Colombia can grant us. This project requires four rooms designed for these grades, improving the data room and the library, designate sports areas and another classroom for laboratory with all its implements.

In this document we will reinforce our views on human values, arts and humanities.

## **Developing “Guides” for Academic Performance**

We at the School work with materials developed in the institution, not with written books; we use a folder for each child where they keep filing (as a textbook) their works done in each area.

A guide is the visible result, in the pupils’ own hands, of their Education’s pedagogical process.

For the School it has been a process of constant building, in which we haven’t completed the preliminary design, for there are guides for each activity, in each unit, for each period, in every subject, during the whole year, so they require time and resources.

The guides are the pedagogic tool that allows us to work with the pupils in a whole process of being, learning, knowing, doing and growing where the School's principles will be visible, the academic standards demanded, and the elements that enrich them as persons and form them as citizens will accompany them while we motivate personal identity and family support.

### **What is a Guide?**

A Guide is a pedagogic tool that contains the standards and curricular competence established by the Education authorities; it also includes the institutional objectives and principles. It is a tool for the daily work and replaces the current books for the different subjects and grades.

Guides form a progressive and collective construction for children's participation. In 2005 we started working on them and the next step for 2006 will be to design them, through their participation as planners and designers of the guides. This process is very interesting because they grow in self-esteem, determination and involvement.

### **How do We do it?**

The development of Guides comprises a cyclical process:

It starts by matching the general and particular parameters in the Education Law with the School's objectives, competence and principles.

The academic requirements demanded are used as subjects the School would like to induce in its pupils, but involving, more than its contents, its ways to understand those contents.

At the same time, we determine the Study Plan for each area, subject, level and degree.

The pedagogical processes that will feedback into the area work are determined.

And the thematic units that will be developed are established for each year, and their names, objectives and inner sense will be related to what we pretend to awaken in the pupils.

Then, work starts in the Classroom Plan which is related to the units to be studied, establishing each activity to be performed.

After all this, the design of the guide commences.

It is cyclical because its construction will be always renewing, aiming at the development the School pretends: a pedagogical model for the new generations, with the capacity to affect the families and the region.

We have the purpose of completing by the end of the semester a synthesis of the academic standards for each area to match the School's objective and to put them (all) into effect in didactic works (or, simply, in the guides themselves).

This way, we advance methodologically towards the children and their acting towards their own learning process.

The process starts when the child is looked at into his/her eyes, if possible a little lower than his/her eye-level; it continues as one talks lovingly to them, raising the child over the fault committed, and it goes on by teaching them the dialogue, and by hugging them. For the School it is easy to understand that they are little persons, and we treat them so. They are ones of the main characters of the times they live in, facing responsibilities at a short age, pedagogically turning a difficulty into a tool for life.

By taking concepts arising from their spontaneity which can become part of their curricular guide during the daily expression of the activities they undertake;

By letting the children develop learning methodologies they themselves create: "They show the way",

Through a sensible development of the themes and taking advantage of the integration with the natural spaces;

Developing academic, artistic, individual and collective guided proposals in different matters;

By the dynamics and integration with their parents,

By being the pedagogic team human beings in growth and susceptible to transformation.

**GENERAL OBJECTIVE:**

To develop progressively a pedagogical model that will enable us to heal, educate and enrich the life of each infant passing through our School, pretending to influence families and the society, aiming for a more humane world and in inner harmony.

**SPECIFIC OBJECTIVES:**

1. To build the academic guides for each area and for each school grade with an emphasis on arts and talents through the expression of the arts (music, dance, painting, plastic arts and theatre) by synthesising the method.
2. To design and develop the Parents' School: the meetings will be held twice a month in two hours sessions. There will also be two coexistence workshops, according to their schedules.
3. To develop the P. E. I. for grades 6<sup>th</sup> to 9<sup>th</sup> in order to get the necessary approval, and establish it starting in February 2007.
4. To advance on the curricular project for grades six to nine.
5. To start the guides up to preliminary stage for sixth to ninth grades.
6. To develop the Guides for arts and talents. There will be five workshops of one hour each in the following areas: dance, music, plastic arts, enterprises and sports. Guides will be written for each level and area in work meetings according to the results in the artistic workshops.

## ARTS AS MEANS FOR COMPLETE DEVELOPMENT OF CHILDREN SINCE THE SCHOOL YEARS:

To give education an artistic emphasis fosters the whole development in children, strengthening his natural humanity; this is achieved as the creative activity allows the rise of a child's power to decide, and this in turn results from the child's feelings, discoveries and explorations into his natural abilities and talents. This way the child achieves a conscience of his power to decide and find creative solutions to different problems as they appear. At the same time, he/she widens his/her understanding of the world, because the practice of an art makes him/her connect consciously with the way he/she treats others. Thus, a child acquires and structures a vision and a personal attitude towards everything that is related to him.

By relating to the influence of the outside world in his way of feeling, learning becomes a pleasure if he/she is motivated to discover and feel the themes. While he explores with his hands, he develops the work according to his/her own interpretation of the theme and the knowledge he is acquiring. This process leads to richness and there is more participation in the choices of knowledge acquisition that brings a sensation of personal achievement.

## ACTIVITIES TIMETABLE

Specific Objectives	Months																
	Feb			Mar			April			May			Junie				
1. Academic Guides		X		X		x		x		x		x		x		x	
2. Parents' School				X				x				x					
3. PEI 6-9				X				x				x					
4. Arts and Talents Workshops	X	X	X	X	x	x	x	x	X	x	x	x	x	x	x	x	

Specific Objectives	Meses																
	July			August			September			October			November				
1. Academic Guides				x		X		x		x		x		x		X	
2. Parents' School				x				x				x					
3. PEI 6-9				x				x				x					
4. Arts and Talents Workshops			x	x	x	X	x	x	X	x	x	x	x	x	x	X	x

## FOSTER CHILDREN

During 2005 the School granted scholarships to 10 children belonging to low-income families, mainly from the Embera-Chami native Indian community and from Bienestar Familiar (the Family Welfare National Institution) foster homes, as well as some peasant children living nearby.

## FINANCIAL REPORT

The School paid all its obligations last year and was able to pay for all its operational expenses; it also increased its physical plant by building the pre-school hall and remodelling the sanitary facilities.

## Operating Budget for 2006

Items	Month (\$)	Year (\$)
<b>ADMINISTRATIVE EXPENSES</b>		
Director and Deputy	800.000	8'800.000
Legal Contributions, Director and Deputy	400.000	4'000.000
Data assistant	50.000	500.000
Merchandising	200.000	2'000.000
Telephone	30.000	300.000
Internet	30.000	300.000
Yellow Pages Ad.	30.000	300.000
Messenger and transports	70.000	700.000
Stationery	60.000	600.000
Fuel	240.000	2'400.000
Mail	10.000	100.000
Translations	50.000	500.000
Van maintenance	160.000	1'600.000
Van insurance		230.000
Van taxes		560.000
<i>Driver</i>	408.000	4.488.000
<i>Legal Contributions – Driver</i>	204.000	2.244.000
<b>Subtotal</b>	<b>2.742.000</b>	<b>29.622.000</b>
<b>ACADEMIC EXPENSES</b>		
Teachers (3) @ \$408,000 each .	1'224.000	12'240.000
Legal Contributions (\$204000 each)	612.000	6'120.000
Parents' School	100.000	1'000.000
Art and talents workshops	640.000	6'400.000
Didactic materials	100.000	1'000.000
<b>Subtotal</b>	<b>2.676.000</b>	<b>26'760.000</b>
<b>GENERAL EXPENSES</b>		
Amanecer's Administration	200.000	2'400.000
Janitor and Maintenance	100.000	1'000.000
Electricity supply	20.000	240.000
Water supply	40.000	480.000
Cafeteria	30.000	300.000
Pool Maintenance	50.000	600.000
Watchman	20.000	240.000
<b>Subtotal</b>	<b>460.000</b>	<b>5.260.000</b>
Unforeseen expenses	251.900	2.800.000
<b>Gross Total</b>	<b>6129.900</b>	<b>64.442.000</b>

## BUDGET REQUIRED TO MEET SPECIFIC OBJECTIVES FOR 2006

<b>Item</b>	<b>Description</b>	<b>Amount - 2006 (\$)</b>
Academic Guides	Counseling: 5 experts @ \$ 100,000 each	5'000000
Parents' School	Coordinator: \$ 100,000/ month; 8 parents' school meetings and 2 coexistence workshops	1'000000
Extension of Educational Services, (PEI) levels 6 -9	One PEI advisor fees	3'000000
Production of Arts and Talents Guides	Production of guides, two experts.	2'000000
Arts and Talents workshops materials	Purchase of materials for workshops: \$ 200,000 / month; Acquisition of musical instruments	2'000000 7'000000
Improvements in the Data Center	Acquisition of 5 Windows 2003 P.C.'s, 2 printers and software	6'600000
Library	Purchase of books related to academic area  Audio-visual aids: (video-been, slides projector, retro-projector, photo and video camera	4'000000 6'000000
Desks and furniture	Acquisition of 25 tables and 50 chairs	8'000.000
Merchandising Campaign – full year	Posters, ads, signs, web-page, visits to families, yellow pages ad, radio and TV campaign and three large billboards at prime locations in La Tebaida.	3'000.000
<b>Total</b>		<b>47'600.000</b>

## INCOME FORECAST – 2006

<b>Item</b>	<b>Description</b>	<b>Total -- 2006 (\$)</b>
Tuitions	25 children @ \$75.000' Foster Plan, 5 children	18'750.000 3.750.000
Enrollment	30 children @ \$ 40.000	1'200.000
Transportation		4.550.000
Swimming Pool rights		720.000
<b>Total</b>		<b>28'970.000</b>

## **JUSTIFICATION**

Since we are part of an educational institution, the way we can exhibit the awakening of the human culture in our pupils is through the pedagogical tools. There is where we can make a difference on what society upholds as to what and how to teach.

While complying with the requisites from the Education authorities and the General Education Law, we are designing a pedagogical method, based on our perception and inner feeling. Thus, the development of our own material (or guides) implies that the motivation in the students lets them express their work, their personality and their talents from their own inner being.

Arts and this didactic perspective are the School's method, a pedagogical strategy. The artistic workshops are focused on motivating an awakening in the children's sensibility, which in turn is applied in learning the themes of the different subjects.

On another matter, we have to mention that Subud's National Committees are asking for more real budgets and better and fairer salaries; this is very hard based on tuitions alone.

**ATTACHMENTS:** We are attaching photographs of the new hall, Garrett visit, and the Israeli volunteers with a person of the work team on a visit to a nearby town during a carnival.

## **WORKFORCE**

This is the work team who laboured at the School during 2005.

Rossana Silva	Director
Lina García	Accredited teacher, Pre-school
Andrea Tobón	Accredited teacher, First, Second and Third grades
Chandra Betancur	Academic head, Fourth and Fifth grades teacher.
Camila Bayona	Data handling
Luisa Bazarro	Lunch Cook
Marcela Ramírez	English Teacher
Gabriela Soto	Physical Education trainer.

With our deepest gratitude,

Affectionately,

**ROSSANA SILVA**, in behalf of the work team.



