

# COVID-19 and the Global Impact of School Closures

## Education Response to COVID-19 in Colombia

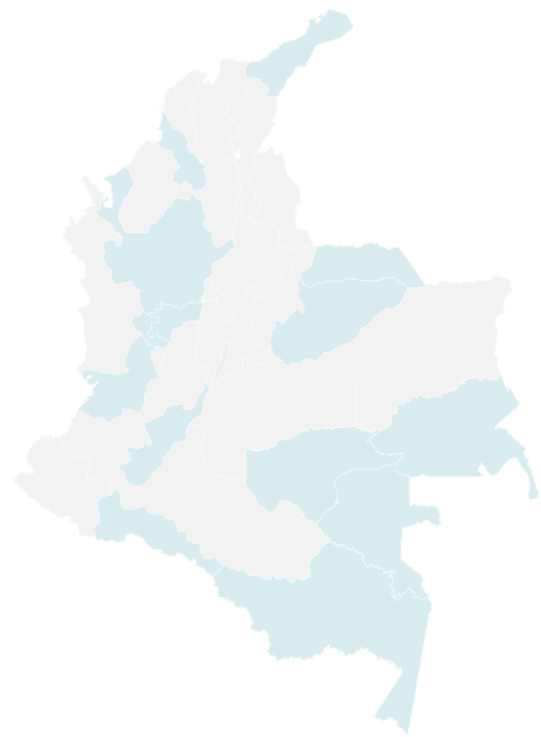
Preliminary Findings, May 11-25, 2020

### Summary

Between April 8 and May 27, a team from the University of Notre Dame's Global Center for the Development of the Whole Child researched the impact of COVID-19 on rural schools in Colombia.

This brief summarizes and analyzes interviews conducted with 20 principals from rural schools, between May 11 and May 25, 2020, across 17 departments of Colombia: Huila, Sucre, Risaralda, Valle del Cauca, Caldas, Antioquia, Amazonas, Putumayo, San Andrés y Providencia, Guainía, Guaviare, Arauca, Guajira, Vaupés, Sucre, and Casanare.

As part six in a six-brief series, this report adds to several of the analytical categories from previously shared learnings, which address adversity and limitations found in rural school environments. In particular, this brief highlights Colombia teachers' and parents' efforts to sustain student learning amid school closures and the emotional and gender-differentiated impacts of COVID-19.



Map of Colombian departments where interviewed principals work.

### The Issue at Hand: Rural Education during the COVID-19 Pandemic

Since COVID-19 necessitated school closures in Colombia in mid-March, school, principal, and teacher strategies for remote learning have differed based on context and available resources. In dispersed rural communities, structural and resource deficiencies limit students' ability to exercise their right to education. These gaps stem primarily from poverty, isolation, and poor physical infrastructures within rural communities. Although most principals recognize the complex health and economic issues the pandemic poses, it is frustrating for them to see that education is not a priority for the government.

*“The government speaks very nicely; they sign all these rules and regulations, but I have to ask myself: how many rural schools actually have connectivity? How many students can access a computer, a tablet, [or] a cell phone? The answer to all these questions is a minimal number.” —Leonardo García*

The lack of support from the government amplifies the frustrations of principals who have expressed that themselves and their teachers are solely responsible for the continuity of student education, which means the continuity of education is dependent on the resource and time capacity of principals and teachers. Ultimately, the COVID-19 pandemic has exposed the reality of structural frailties, which have not but must be addressed by the government.

*“The first thing that the government did was to send us decrees, resolutions, and guidelines for us to follow. They asked us to make a contingency plan and send it to them, so they could be aware of how we were going to deal with the pandemic. I don’t think it should have been like this because they are our bosses and should have given us more support, a more forceful guide. We have tried to continue our work the best we can.” —Julieta Hooker*

## **School Closures in Colombia and Limitations to Accessing Education**

The COVID-19 pandemic affects access to education for children and adolescents from rural areas in several ways. Many students are unable to participate in online learning due to limited internet availability and a lack of electronic devices. These two issues have led to the impossibility of establishing a distanced learning model, ultimately leading to gaps in student education. While the Ministry of Education has developed digital platforms and educational material to incentivize online learning, a very limited number of rural schools have been able to implement the digital strategies. In most of the regions, creative strategies to distribute material have been developed, and these improvisations are what have allowed for the continuity of education.

The use of WhatsApp has allowed teachers to maintain contact with parents and students via messages, videos, and calls. This strategy was initially devised as a mechanism to keep parents and students connected with the school.

*“We communicate with them [parents and students] via WhatsApp. Those that don’t have the app or phones receive physical guides. Around 50% of our students cannot access WhatsApp: of those, we have not been able to reach around 25% to 35% through [learning] guides.” —Aristolo Figuero*

However, even hybrid systems that leverage WhatsApp and physical learning guides are not feasible in many remote communities. For indigenous populations, such as those that reside in the Amazonas department of Colombia, school closures have made it impossible to continue the education process as families in the jungle are often dispersed, and river transportation is the only way to reach them.

*“You have to travel about 3 to 4 hours down the river with an outboard engine. There is no access by land. The weather makes travel harder, and it might take you 2 to 3 days to reach these towns in the winter. Currently, we have no communication with them; it is complicated to send them school guides. We are waiting for the department of education to support us in the logistics...” —Luis Fernando Rojas*

Due to issues in resource distribution at the political level, some educational institutions were not able to begin the 2020/2021 school year remotely. In the absence of necessary resources, these schools have not been able to develop contingency plans to maintain educational standards.

*“Today, more than 70% of the students have not started their schooling because we have not been able to reach them with the guides. There are approximately eight small schools in this situation, and I say “small schools” because they have about 10- 15 students. Another one of our schools is currently looking for teachers, and they have not started either. I think around 15 schools have not started either because the teachers have not arrived, or they do not have the minimum resources available to do so. These are all issues that I must consider in the report that I will send to the secretary of education because those schools feed children.” —Elkin Granda*

In some regions, the educational process has become individualized, so teachers manage to develop strategies that allow them to differentiate learning materials and support students. Some teachers have decided to make visits to student communities, not only to maintain relationships but to follow-up on the completion of guides.

*“The advantage is that in the smaller towns, the teachers live there and have been able to make direct contact with students. This makes the tracking of guides and engagement easier.” —Jorge Valencia*

*“Although the mandate is to stay at home, I have two teachers, who go, very responsibly, to the different communities to talk to the children and the parents. They take all the precautions but continue to go because they know the check-ins are necessary for not just the students but the parents as well. It is a challenge. I sometimes argue with the teachers because they are taking a considerable risk. I tell them they are not superman. But for them, this needs to happen, so the children stay engaged.” —Jorge Valencia*

Teachers and principals have felt the responsibility to maintain the educational process even when it means using their own resources and money.

*“I tell you in all sincerity that we are taking the burden of doing all the things that the government should do. We are buying gels, soaps, and everything to give to the communities. We go, deliver the guides, and answer questions. We try to do it as quickly as we can. Colleagues are emotionally affected, especially since there is no place to go if we get sick.” —Felix Daniel*

Overall, technological, geographic, and hygienic limitations have put a great strain on the rural school systems in Colombia. However, the principals and teachers are determined to continue the education process through creative distribution of materials and positive interactions with students and their families.

## The Continuity of the Educational Process

The continuity of the educational process requires the presence of multiple factors, including internet access, the ability to receive physical materials, and the support of parents or caregivers. The principals experienced different challenges in regards to these factors and have developed creative solutions to address the unique challenges of their students.

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Felix Daniel

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## The Use of Guides and Other Educational Materials

One of the main concerns of educators is the design of learning materials. In the absence of a teacher, learning material must be easy to use, designed to guide students in new material, and anticipate questions.

*“The Ministry of Education gave guidance in the first two weeks. Based on this, we designed a new school methodology. We started by providing more detail in the guides, so students can answer what they are being asked. Additionally, the activities we include are dynamic, and fortunately, we have had a good response.” —Adela Ortiz*

However, designing new physical learning materials is not the only obstacle that educators face. During the interviews conducted in the departments of San Andrés and Amazonas, the presence of intense COVID-19 outbreaks raised health alert levels which amplified the impact of utilizing physical guides for learning.

*“We cannot deliver the printed guides because we have several teachers with COVID-19, as well as some administrative personnel. Consequently, we decided on total isolation and working from home... We have never met again. I know there are 5 students with COVID-19. As a result of stigma around the disease, these cases go unreported to avoid being singled out. Therefore, we do not know exactly how many people have the virus in our community [...]” —Helberth Abreo*

In these cases, the principals have had to make radical decisions such as suspending the exchange of physical material, which affects access to education for students who lack the internet.

## Curriculum Changes to Provide Practical Skills and Reduce Stress

Although many schools use the flexible model *Escuela Nueva*, principals and teachers still had to reimagine a significant amount of their curriculum. They have to take into account concerns such as putting too much pressure on parents and designing materials that are culturally relevant to their communities and feasible to complete with limited resources.

*“First of all, I have tried to keep parents from becoming distressed if the child does not understand certain problems. The materials we send to them include all subjects and are designed to draw on strengths from the home. Education must be formative and relies on the available resources in the home.” —Jorge Valencia*

In some schools, the materials have been redesigned to include tasks specific to each of their regions, with the aim of skills developing with less disruption and pressure on parents to guide student development.

*“Because we are speaking in their terms, we are using the resources of their regions. We consider the different realities of the indigenous people and their different ethnicities because we know them. We have had to redesign and create workshops to include the indigenous communities’ perspectives. Surely after this, we will see the positive results. In terms of a model that we can use in Colombia for inclusivity, we could use this work as a reference in the future.”  
—Felix Daniel Curtidor*

*“The positives I would think include the development of real-life skills for our children. Teachers have focused on reviewing curricula to incorporate themes that will serve students for life as well as things [strategies] they can use to tackle this horrible moment.”  
—Jorge López*

## The Role of Parents in the Continuity of Education

In addition to redesigning the curriculum, educators must consider the practicality of students being at home instead of school while learning. Due to rural routines and the seasonality of crops, children are often involved in specific chores at the expense of studying. To address these risks and maintain a bond with the school, some principals have designed novel strategies to maintain previously cultivated relationships between the school and families.

Most of the principals interviewed shared their concern that although distance education requires support and commitment from parents, requests for support must not burden parents or pressure them into being responsible for the entire process.

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The parent has his or her responsibilities in the fields and in the home. It is not easy for them to support this process.

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Aristolo Figuero

*“We can’t think that we turned the home into a classroom. The parent has his or her responsibilities in the fields and in the home. It is not easy for them to support this process. Especially since many have low levels of schooling. Therefore, the materials that we send must be a practical, fun, and applicable to the daily life of the student. In this way, we hope each family can come out ahead.” —Aristolo Figuero*

One common challenge is the educational level of the parents. In some regions, the principals mentioned that many parents were illiterate, which is a severe challenge for children.

*“The academic level of most parents is not good; this is not as much of a problem for children in elementary school as it is for students in high school where the academic level is higher. We know this is the reality, and we try to understand the limitations that children have.” —Carlos Humberto Serna*

Strategies to keep parents involved have proved successful in some educational institutions, and, despite difficulties, there has been a high level of participation.

*“We have created strategies with parents, so they can actively participate in the process. For example, we celebrate family days. For mother’s day we did a contest on Facebook to search for “mothers with talent.” It’s a way to celebrate them and to recognize how they are supporting their kids in this process.”  
—Adela Ortiz*

*“There are some parents who are now very receptive and enter into dialogue with the teachers by cell phone or chat. They are truly trying to understand. Before this, some parents had gone up to two semesters without coming to the school to receive the semester’s academic report card. Imagine how now, there is no longer the possibility that they do not support the child.” —Yairciño Diaz*

For some principals, the school-family relationship is at the core of student learning at this time.

*“We hope that the parents and the children will not disassociate themselves from the institution. We do not want them to feel that they are alone. We want the father to be a part of the process with the institution. Even if the doors of the institution are closed, the presence of the school should be felt at home, through different forms of communication.” —Adela Ortiz*



## The Overall Quality of the Education Process

The principals, teachers and institutions show a deep commitment to the continuity of education despite the adverse circumstances experienced by rural communities during the COVID-19 pandemic. They share the impression that the strategies implemented are useful to maintaining an active connection between students and their education. However, they are not naive to the fact that the quality of education has dwindled amidst the COVID-19 pandemic.

*“Historically, the level of quality education has been in question, not only in the rural areas but elsewhere in Colombia and Latin America. In light of COVID-19, I think that the educational quality will not be the best for everyone and even less so in rural areas. This is not only because of the economic gap between students in urban and rural areas but also because of the different ways people were able to implement this distance learning. In a classroom, the teacher explains and asks, and in the end, some doubts get solved. Imagine this dynamic in the house: children are alone, and there is no way to help them. Indeed, I think that in 2020 the quality of work will be diminished, regardless of whether it is in August or September that we return to face-to-face instruction.” —Yairciño Díaz*

## Concerns, Consequences, and Long-Term Risks

### Back to School

The return to school is a major concern for students, teachers, and principals. In part, the concern stems from the knowledge gaps that will need to be overcome. In many cases, educators will have to face the return of those students who remained stagnant in their academic growth due to geographical distance or the absence of technology.

*“We have received comments from unmotivated students and parents who say ‘This is very difficult; this is a lot of work and a lot of content outside of what we already do in the house! They say they will instead study next year. These comments have reached the teachers, and we are concerned about the quality of life of these students. There is significant concern over the demotivation of students and parents. School closures have changed all of our habits, and for parents, they now have to be aware of so much more.” —Cesar García*

The principals also expressed concerns over the intense but necessary preparations for in-person learning to become a reality.

*“What we need is support for health safety measures. For example, children have to use bottles for hand washing as we don’t have water for the bathrooms. We have very few resources to buy the proper hygiene tools like antibacterial soap. The resources we have are not sufficient. We also need to fix the classrooms because when it rains, it is extremely cold, and when it does not rain, the heat is unbearable. Also, just imagine controlling young children who are used to being close to each other.” —Yairciño Díaz*

### Regression and Dropout

Nearly all of the principals considered an increased drop-out rate to be the most severe consequence of school closures. According to the principals, the reasons for students dropping-out are multi-dimensional including parents’ fears and the lack of support children have at home.

*“A couple of days ago, I received a call from a father who wanted to withdraw his three children. I told him to please not do it. I told him I would talk to his children’s teachers so that they could be more attentive and call him. The gentleman said that he had no way of helping his kids: he knew nothing. It is difficult for the parents to help their children with the guides. He at least called. We are doing what we can.” —Jorge Valencia*

*“A big concern we have now is school dropout because we know it’s going to be high nationally. Parents are looking at the workshops and guides more as problems rather than solutions.” —Elin Rentería*

Some principals think that desertion may result from parental decisions to protect children from the uncertainty around the pandemic.

*“I know that when face to face instruction is established, 15 to 20% of the students will not return to the classroom. Parents in the area will not send the child to school with the apology that they could be infected.” —Aristobulus Fia*

Frequently, principals and teachers in these communities develop close ties with the families. They try to foster these relationships through visits to the

communities where they discuss the importance of the continued effort of the educational process.

*“What we have tried to do is keep hope alive, and this can happen quickly. We do not want them to leave school. Although we do not have the rigor of the face-to-face classes, they are given all the comfort that there is something waiting for them. There are more than the tasks in the house. Because when a boy or girl from the rural area is in school, they are working [on schoolwork]. But in the home, they are cooking, [tending to] the cattle, bringing firewood, feeding the pigs. We just do not want them to drop out.”*  
—William Fernando Contreras

### Emotional Impact on Teachers and Students

As a result of the pandemic, overcrowding in the home and severe economic strain have caused the emotional well being of parents and students to suffer. An increase in domestic violence, loss of social interaction, and the lack of an instructor have raised concerns among the principals about the well-being of their students.

*“I have heard from the students that this process gives them anxiety and depression. In the beginning, children felt they were on vacation; now, people are depressed. There are difficulties in the house because cohabiting is difficult, and being there and together all the time is hard. People are used to going to work, to having separate lives.”* —Adela Ortiz

*“The emotional impact has been high. I especially noticed it at the beginning of the pandemic for students when I had to explain the whole situation. They felt their lives were at stake. Therefore, the motivation for them to continue studying, in some cases, was thwarted. For them, if there is the possibility of imminent death, it is not worth it to study.”*  
—Aristóbulus Figueroa

The principals and teachers feel that the emotional impact is more significant for younger children. The emotional condition in addition to the lack of a reliable food and exercise has created a non-ideal environment for young students.

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We are all contributing from our pockets, and we have no choice but to do so.

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Adela Ortiz

*“For the children, it is hard. [...] The children that are used to playing outside cannot anymore. And the adolescent still has his phone. But the children in middle school and elementary are no longer on the street every day playing; they are not with their teacher, with their peers. Many are not eating well because they were used to the food at the school or because that was the only food they could get. It has impacted their social and emotional life [...]”* —Mónica Zapata

Families and children are not the only ones who have felt the emotional toll of school closures and COVID-19. Teachers and principals have also been impacted emotionally. They have not only had to assume a level of responsibility for which they were not prepared, but have seen daily routines drastically transform.

*“You can notice the worry in teachers. You can see that there is much concern over the development of their students. Some may take the initiative to care extra for those children and encourage them, so they understand that they are not alone in this process. [...] Teachers are doing their best, even if it is hard.”* —Jorge López

*“For them, it is a lifestyle change. Honestly, if choosing between virtual learning and face-to-face instruction, most choose face-to-face instruction. Now they feel that they have to be available for parents and students 24/7. We do send a work schedule, but the truth is that they have to be available when a parent calls because this means the family wants help, and it might be the only time they have to ask.”*  
—Edelmira Archbold

The change in teacher schedules, sporadic contact with students and parents, and the increased time commitment required to develop new materials has elevated teacher stress levels. These stresses add to the frustrations that come with having to establish distance learning with minimal to no preparation.

*“Teachers complain that there is now a lot of work, more than before. Their energy is drained. They have had to buy data plans and increase energy usage in their homes to be able to reach all their students. Many have asked why the government is not providing these supplies. We are all contributing from our pockets, and we have no choice but to do so.”* —Adela Ortiz

*"We miss the classroom very much. We miss the interactions with the children. We send the workshops and work hard on them, so they are good, but it is not the same thing. Interaction is what allows learning."*  
—Yadis Serna

The emotional toll on teachers has been heavy. The toll manifests itself in extreme exhaustion, changes in sleep patterns, and anxiety. This emotional strain adds to the stress in their own families.

*"I notice that some teachers are frustrated with not being able to develop their work as they are used to. Teachers are not only afraid of the virus, but they are also going through painful moments. Some of their families have contracted the virus, some have died. So, they are also experiencing difficult times. On many occasions, we feel powerless; we try to tell them we will always be there, so they can in turn be there for their students."* —Helberth Abreo

*"This happened overnight. The government issued an order that we must go virtual, but it still took us all by surprise. We felt we were being asked to do the impossible. We have a lot of limitations. Now we are working more than before. Children are up at 5 am writing to the teachers before the parents leave. We do not even have time to eat or be with our own families. On top of this, we have a lot of technological limitations...but we do what we can."*  
—William Fernando Contreras

### School Feeding Programs and Nutrition

When the COVID-19 state of emergency was declared, the national education authorities stated that the beneficiaries of the School Feeding Programme (PAE) would continue to have access to the benefits of the program even though children were expected to stay at home. However, despite extreme conditions, coverage of the program has not been universal throughout the past few months. According to some of the principals, the government has not been able to guarantee the benefits of the program to all children enrolled.

*"The government says that they are in the process of hiring local suppliers. It has taken them so long that the food has not been delivered. Currently, with all that is happening, PAE means life or death for some. People are hungry, and everyone in rural areas lives in stratum 1 or 3. To be honest, I don't know how we are going to handle it."* —Adela Ortiz

*"The PAE program has not reached the students. The government also promised money, but that has not come either."* —Leonardo García

### Gender-related risks

It is well documented that gender gaps exist around the world in access, learning achievement and continuation in education, including Colombia.<sup>1</sup> This most frequently occurs at the expense of girls, although in some regions boys are at a disadvantage. Factors such as disability, poverty, geographical isolation, early marriage and pregnancy, gender-based violence, minority status and traditional attitudes about the status and role of women, which keep learners from equitably accessing education are exacerbated by COVID-19.<sup>2</sup> Parents, teachers, and principals in Colombia shared varying insights on the impact of COVID-19 on their young men and women.

*"Students are used to hanging out in groups, and boys do so more than girls. For example, last year, we were making a folk dance, and we had ten students participating: 9 boys and 1 girl. The lack of interaction will be harder for boys than it is for girls."* —Leonardo García

*"It is hard for us to interact with the girls because they are in the house, and when their mom goes to work, they are tasked with the house chores: cooking, cleaning, caring for their siblings. These chores have increased, and they are more likely to be taken on by a girl."* —Adela Ortiz

The principals considered that the impact was widespread and equal for both men and women.

*"I see it as the same for both genders. I do not see girls suffering more or boys suffering more. We are all suffering. Gender does affect how we cope."* —Yadis Serna

*"In what we have perceived, there are no gender differences in how children are affected. Here the gap is economic: between those with means and those without."* —Cesar García

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We felt we were being asked to do the impossible. We have a lot limitations.

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William Fernando Contreras

1. UNESCO
2. UNESCO

## The Role of the School as an Institution and Community Space

In many districts, schools are the primary gathering or meeting place, and educators are essential figures in their communities. In remote and extremely vulnerable populations, the school can be the only institution present. Therefore, one of the largest impacts of school closures has been the loss of the school as a community space. To try and mitigate any of the ill-effects felt by this, many of the principals have tried to maintain connections to their community through sporadic visits.

*“On one visit, we spoke with the community, and many families thanked us for “not leaving them alone.” They have no food, nothing. We decided with some other teachers to set up a fund to help these families. So far, we have collected 1,200,000 COP for them. We want to help people, and we will not leave them alone. There are many needs that are not being met.”*  
—Nestor Garzón

*“There is no cell phone or internet signal for the school counselor to do daily check-ins. But our team has gone above and beyond. They have made some home visits, abiding by the different health and safety measures. They do so because they know families need this. The other forms of support are calls, videos, and guided activities. We want everyone to feel supported and do not want children to get out of the habit of going to school and learning.”*—Nestor Garzón

The principals consider their active presence in the communities and their expressions of solidarity and support as indispensable actions to maintain their relationships and bonds with students and families.

*“I know that since they are not in the institution or school, they might drop out. And because of this, I have told them that I would like to go wherever I am needed to bring the materials or food. My teachers and psychologists will do the same: we do not want to lose anyone.”*—Felix Daniel Curtidor

*“Some teachers go beyond just WhatsApp and have voluntarily gone to the houses to talk to parents. Our teachers do this because they know that we are at risk of losing children. Here in the rural areas, when the child is not in school, he/she is working in the fields.”*—William Fernando Contreras

The dedication of principals and teachers has kept not only the students and parents happy but played an active role in the sustainability of the communities during the COVID-19 pandemic in Colombia.

**Monitoring and Evaluation of the Learning Process**  
In this time of uncertainty, it is vital to ensure that the learning process is sustainable and consistently supporting student education. In addition to creating new strategies to promote student learning, the principals are adapting the monitoring and evaluation of the learning process.

*“At this time, we are not as concerned about the final evaluation but are looking at the processes in a comprehensive way and doing so qualitatively. Each student has a folder where we store their work. The students who can communicate with the teacher via WhatsApp or phone, receive some feedback. But this is not most of them, and this is not a priority. When this all passes, we will do some form of evaluation.”*  
—Elin Rentería

Despite the above, most principals share that designing unconventional teaching methods that meet the monitoring and evaluation criteria is challenging, and both teachers and principals have their concerns.

*“Even yesterday we were in a meeting, and the teachers asked how we were going to evaluate the learning process from home. How do we know that the students learned? We created a new system where we take student work and evaluate it, and their progress and understanding. We use this evaluation during the next workshop to help us identify the needs of the students. If we see that a student misses a lot, we develop more exercises for them on that particular type of problem. We send them a CD with videos to see if they can watch it to be better prepared for the next workshop.”*—Yadis Serna

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We want everyone to feel supported and do not want children to get out of the habit of going to school and learning.

Nestor Garzón

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## Additional Details of the Educational Institutes

The information in this table was collected during interviews with principals, coordinators, and teachers and represents their best estimates or perceptions of the categories outlined. As a result, responses differ according to the interviewee's preferred means of responding.

Name of the Institution	Municipality / Department	Principal Interviewed	Number of Students	Community feedback
IE Alto Del Obispo	San Agustín - Huila	Adelia Ortiz	497 students - preschool - secondary	Strata 1 and 2
IE Pueblo Nuevo	Sucre - Sucre	Leonardo García	650 students total at the main campus and alternate venues.	Stratum 1; rural peasant population
IE Ospina Pérez	Palermo - Huila	Jorge Valencia	300 students	Stratum 1 and 2; high unmet basic needs; no water treatment plant
CE Santa Emilia	Belén de Umbría - Risaralda	Yadis Serna	174 students at 12 locations	Farmers; low level of schooling
IE Justiniano Echavarría	El Águila - Valle del Cauca	Mónica Zapata	16 locations (13 in operation), 498 students, 10 in <i>Escuela Nueva</i> and rural middle school programs.	Part of a natural park with the presence of different entities.
IE Pablo VI	Darien - Valle del Cauca	Carlos Humberto Serna	6 locations. 135 students at the main campus, 40 students at other locations - 172 students in total	Farmers from Calle del Cauca and Antioquia
IE Buena Vista	La Dorada - Caldas	Nestor Garzón	4 locations, multi-grade classrooms, 326 students	Farmer households; agriculture and fisheries; family fragmentation
IE Jorge Alberto Gómez	Granada - Antioquia	Cesar García	1500 students, 3 rural venues, 2 urban	Strata 0, 1, 2, 3
CE Tinitacita	Amalfi - Antioquia	Jorge López	Preschool grade-grade 8, attending grade 9 extending education	Vulnerable groups, dispersed rural schools, with some social programs
IE Indígena San Juan Bosco	Leticia - Amazonas	Helberth Abreo	1172 students enrolled	Strata 0 and 1; vulnerable population; live in indigenous communities across rivers and roads; no access to the internet
IE La Libertad	Puerto Asís - Putumayo	Elín Rentería	456 students, 26 teachers, and 9 rural locations	Peasant population; affected by armed conflict; head of household is the mother; 20% indigenous communities
IE Brooks Hill Bilingual School	San Andrés	Edilmira Archbold	1005 students, preschool - grade 11	60% Raizal, <sup>3</sup> 40% residents, speak English, Spanish, and Creole English
IE Junín	Providencia	Julieta Hooker	532 student, preschool - grade 11	
IE San Pedro Claver	San Felipe- Guainía	Elkin Granda	240 students	90% indigenous students - ethnic Yarunani ethnicity (Venezuelan)- population

3. A protestant [Afro-Caribbean] ethnic group originating from the Archipelago of San Andrés, Providencia, and Santa Catalina

Name of the Institution	Municipality / Department	Principal Interviewed	Number of Students	Community feedback
IE Juan Francisco Lara	La Fuga, Rio Guaviare	Felix Daniel Curtidor	350 to 380 students enrolled. The resident students are not there. 40 students in "Carrizal" and 100 students in "Puerto Esperanza"	Homeless families with limited resources; do not have any kind of connectivity.
IE Agustin Nieto Caballero	Tame, Arauca	William Fernando Contreras	14 schools attached, 1140 students	Tame is the department's capital.
IE Etnoeducativa No. 5	Km4 vía Valledupar, Riohacha - La Guajira	Hilario Amaya	879 students of the Wayu ethnic group	90% wayu, 10% arijuna. 95% teachers are Wayuu, Venezuelan migrants
IE San Javier	Mitu- Vaupes	Luis Fernando Rojas	214 students	Students from remote communities. There is a boarding school system where the children arrive at the beginning of the year and leave at the end of the year
CE Nuestra Señora de las Mercedes	Almagra- Ovejas Sucre	Yairciño Diaz	103 students at headquarters in 6 veredas- 5 to 13 years	Stratum 1, community of farmers, resilient population, displaced and returned
IE Campestre Brisas del Pauto	Trinidad- Casanare	Aristóbulo Figueroa	479 preschool students to grade 11, and 43 students on Saturdays	Farmers

Visit the GC-DWC's [COVID-19 response page](#) to read the rest of the Colombia team's briefs on the impact of COVID-19 on rural schools in Colombia.



Photo by Alejandra Arias