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**EDUCATION FOR FUTURE INNOVATIONS**

# INTRODUCTION

*“IT IS A MUTUAL LEARNING PROCESS TO DEVELOP EDUCATION”*

**WE BASE OUR WORK ON STRONG THEORETICAL BACKGROUND AND ACADEMIC RESEARCH**

**EDAFIN TEAM HAS A STRONG INTERNATIONAL REPUTATION AND EXPERIENCE**

## **OUR AREAS OF EXPERTISE**

- System development
- School leadership development: structures, procedures and quality
- School community development: capacity building
- Learning environment solutions, digital learning
- Teachers professional development: implementation of new pedagogies

## **EDAFIN WORKING CONCEPT**

- The development process is always planned together with our partners
- Coaching and working together in the change process
- Practical solutions and implementations

## THE EDAFIN MODEL

Together with our experts and our Future School concept we help our clients to develop and improve their basic education. Edafin is more than a consulting company. We work together with local authorities, principals and teachers to build a better future.

Getting to know our partner's current situation in their educational development process is always the key factor in our projects. For this, it is required for us to visit schools for few days and to interview educational leaders, principals, teachers and pupils.

The next phase is to create a plan and design a process for development from these interviews, meetings and observations. This plan is then presented to educational leaders and principals. The plan always includes a proposal for the holistic change in all levels of education. During our negotiations it is possible to organize seminars and workshops for local educators.

## THE EDAFIN MODEL

In these second phase conversations and meetings Edafin representatives agree on how the change process is going to be implemented and who is going to be active and in which roles. It might be beneficial to start of by having a pilot project with selected schools.

Third phase is the implementation. The implementation process is explained in our model.

The final phase includes assessment and plan for ongoing development.

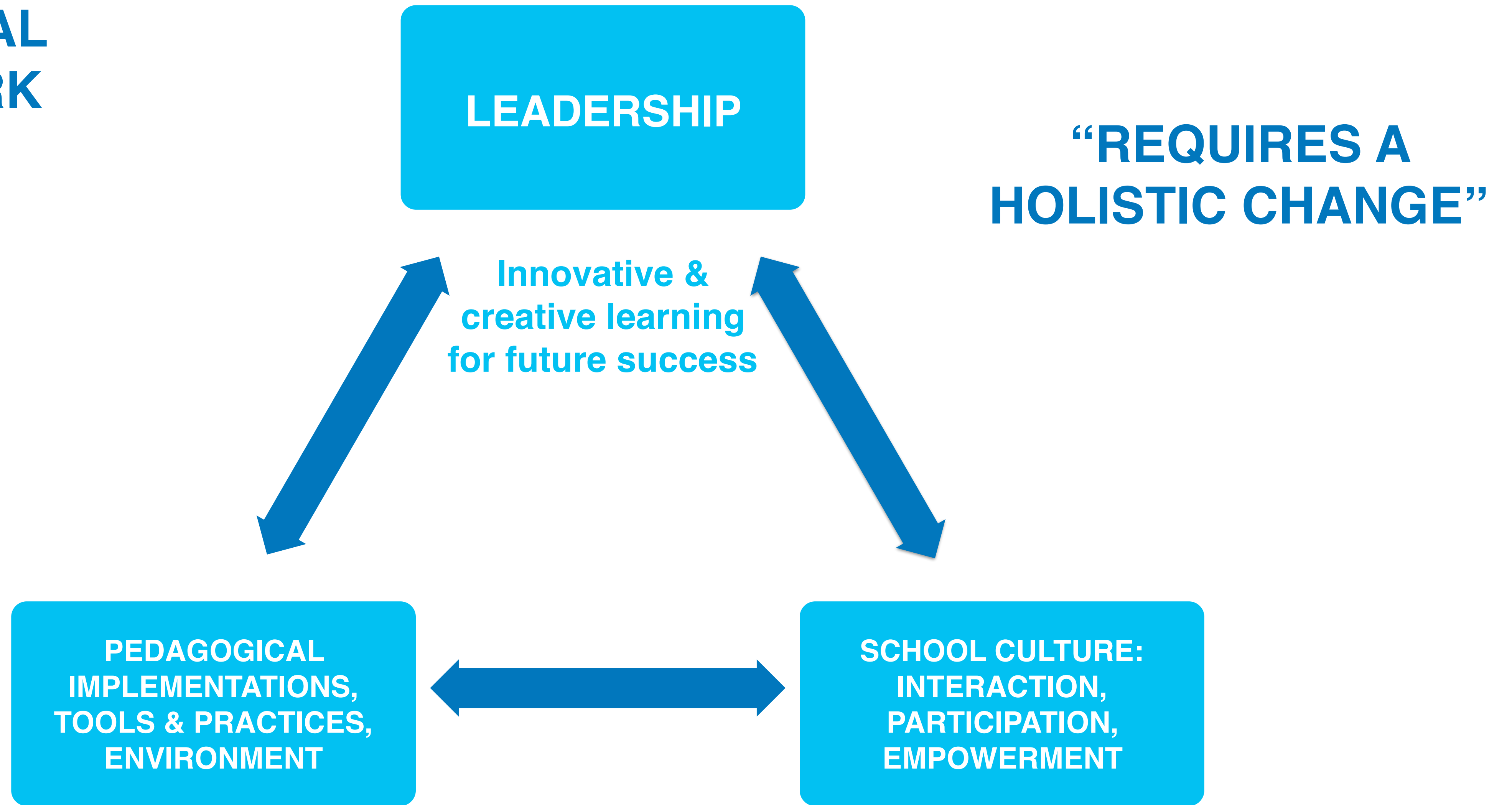
The costs of Edafin's work.

Stage one and two usually takes about two seven to ten day visits to our partner country. We charge 1500 USD/expert/day + our customer shall be responsible for all costs of the project (e.g. traveling, commuting, lodging etc.) by the normal standards of business traveling.

To be able to form a profound plan for the needed change it requires our team of three to five experts. The implementation is then always agreed separately depending on the amount of work from our people.

# THEORETICAL FRAMEWORK

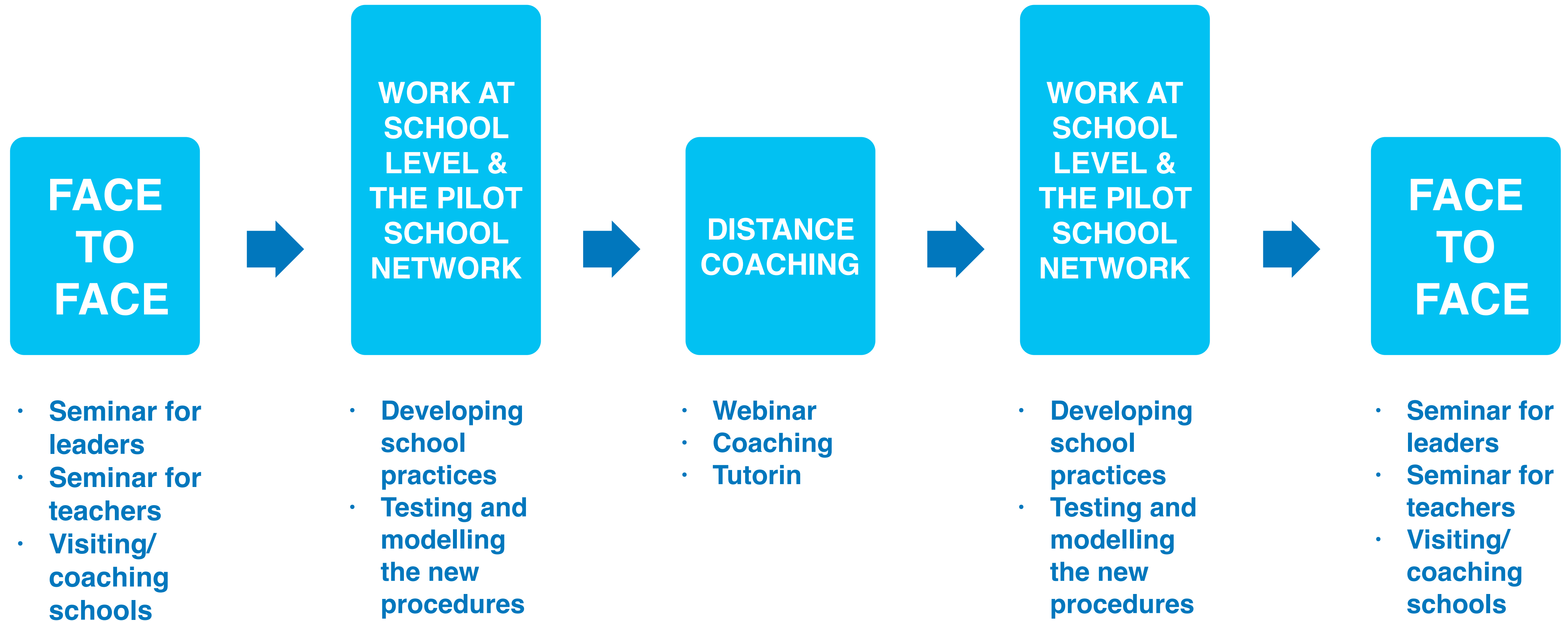
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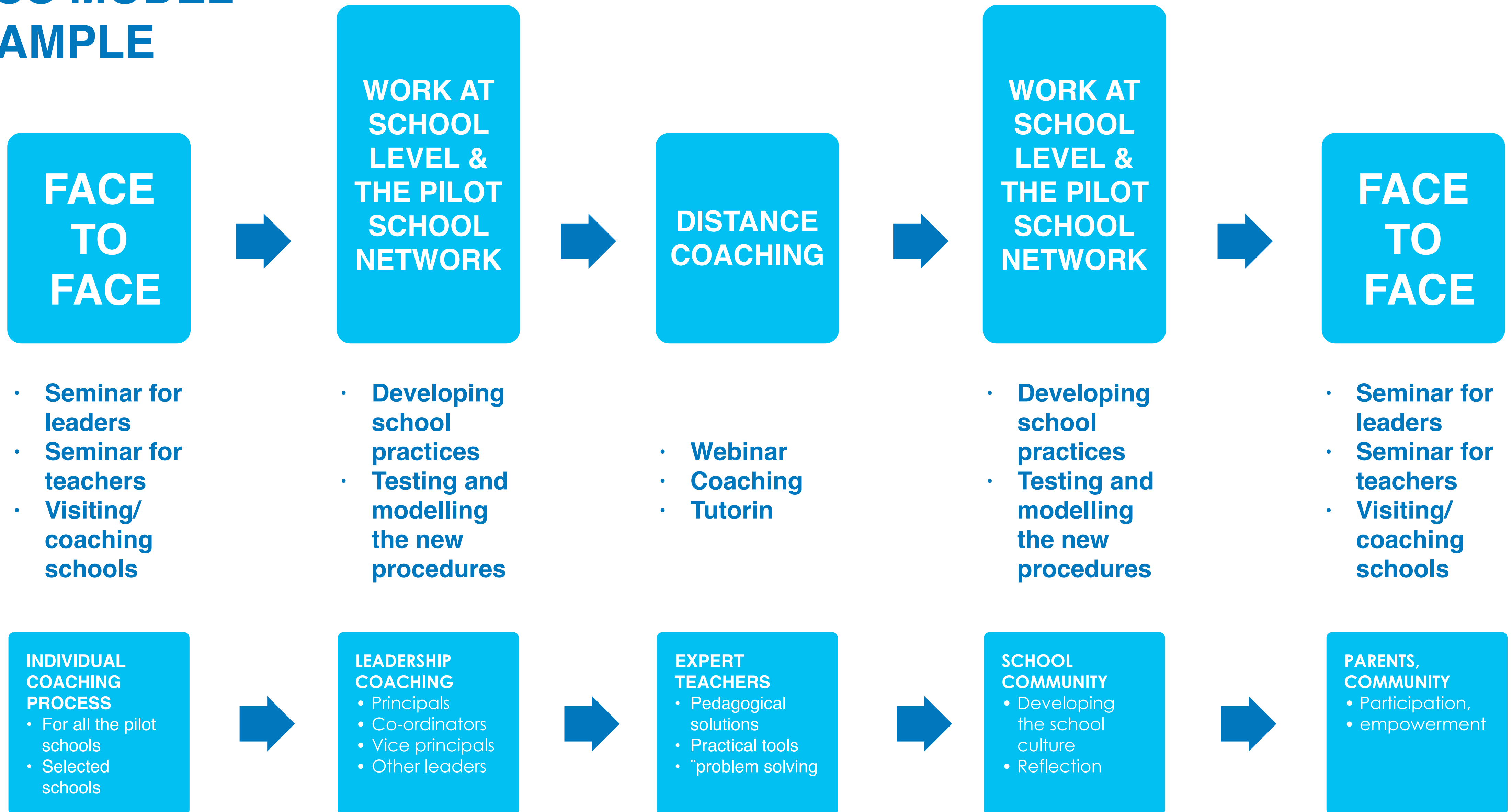
**KEY FACTORS FOR SUCCESSFUL & SUSTAINABLE CHANGE/ FUTURE**

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# BASIC MODEL EXAMPLE



# PLUS MODEL EXAMPLE



# AN EXAMPLE NETWORK MODEL TO IMPROVE YOUR EDUCATION

## **FIRST PHASE: 1+1 years program**

Form a network of pilot schools

Develop and model innovative, useful, sustainable practices together

## **Leadership- program**

Sustainable structures and procedures

School culture -empower the staff & community, practical tools

## **Construct models for better leadership school practices**

### **Teachers capacity building - Pedagogical competence & solutions/ tools**

Select and train experts teachers from each pilot school

Expert teachers will train the other teachers in pilot schools

## **SECOND PHASE: 1+1 years program**

Sharing the models & practices to other schools near by

Pilot schools will be the main recourse

Coaching from EDAFIN

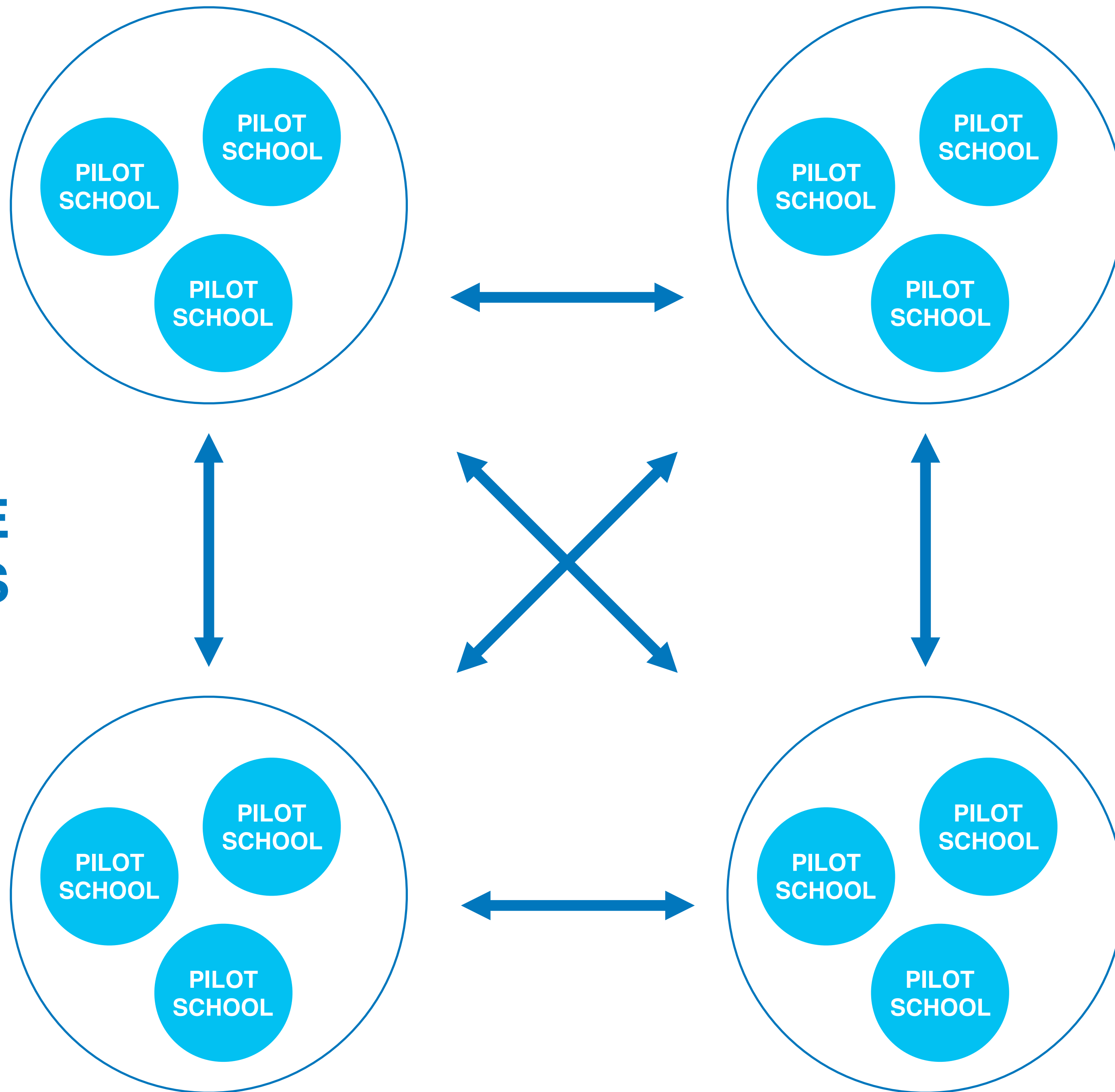
## **PLUS SERVICES**

Educational trips to Finland for leaders and teachers

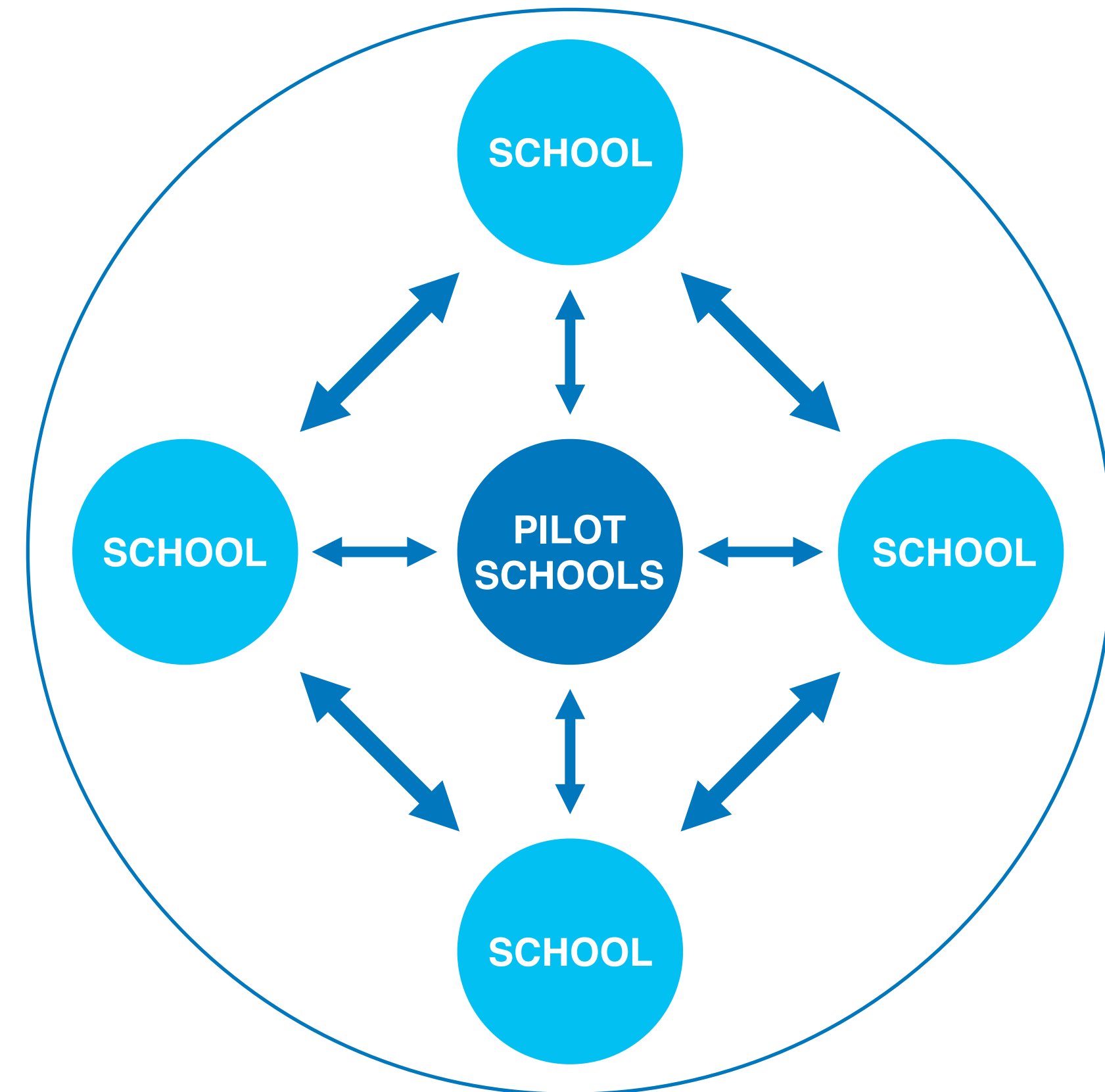
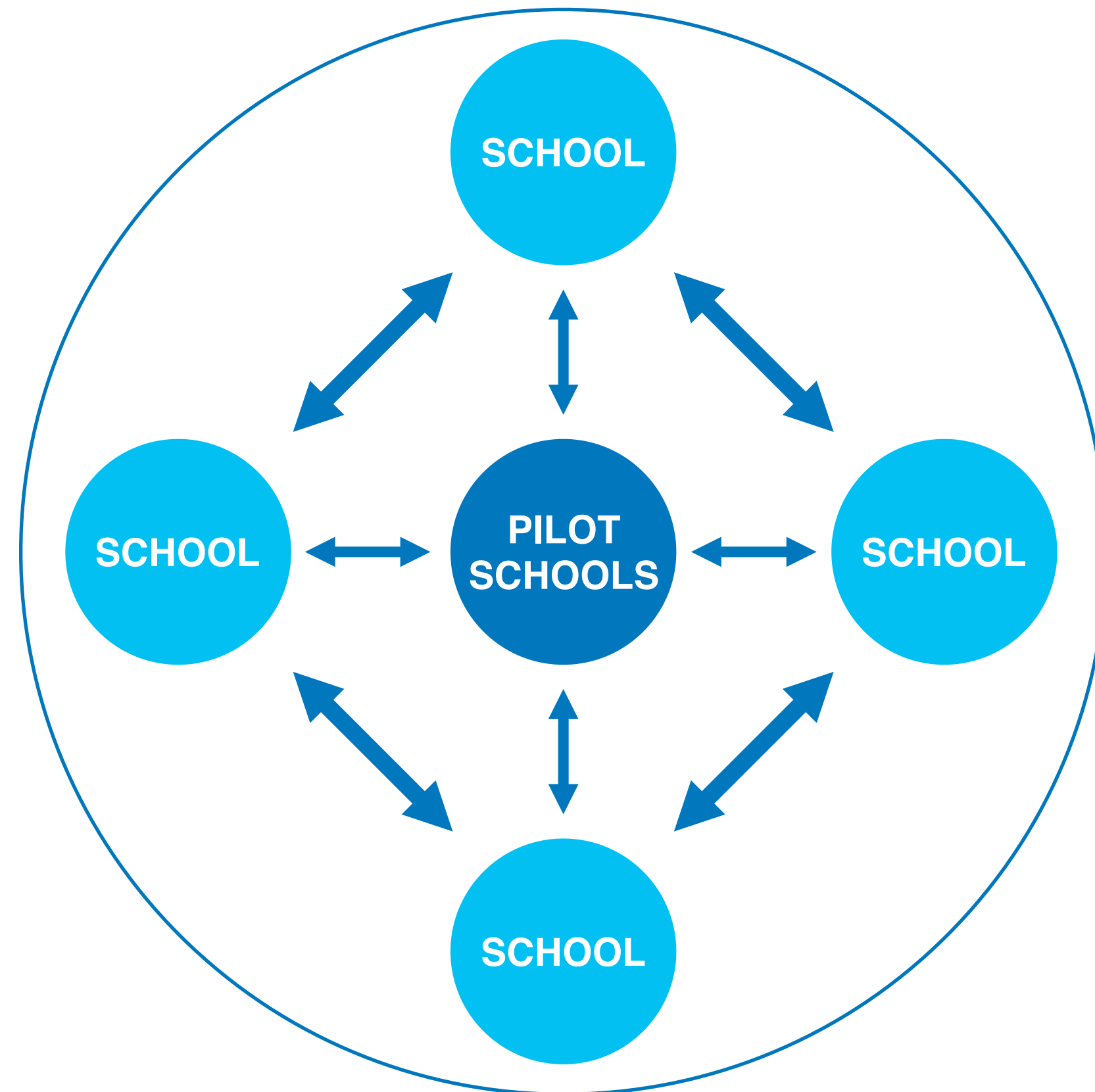




**FIRST PHASE  
PILOT SCHOOLS**



## SECOND PHASE, DISTRIBUTING THE MODEL



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# Case: Educational development process in Bogota, Colombia

## THE AIMS:

Together with all the partners and stakeholders to develop the public basic education system and improve school leadership processes and support the enhancement of teachers training

- Promote cooperation between school, families, and the surrounding community as a central building block for social cohesion
- Support principals in their leadership roles and initiate a discussion about the needs of future school
- Involve teachers in thinking about new teaching methods and their implementation
- Land the theoretical and political discussion on non-cognitive skills to the level of schools and merge the after school activities to the pedagogical process;
- Connect the continuing education and degree programs of teachers to their actual roles in schools, and to the daily challenges they confront in their work;

Project operator: Edafin Ltd.

Project key stakeholders and funding by:

- Educación Bogotá, The Secretary of Education of Bogota, <http://www.educacionbogota.edu.co>
  - o Oscar Sanchez-Jaramillo, Secretaría de Educación del Distrito
- PNUD / UNDP Columbia, <http://www.co.undp.org>

# Case: Educational development process in Bogota, Colombia

## EXECUTION OF THE PROJECT:

- From 17<sup>th</sup> of March to 19<sup>th</sup> of March 2015, The Secretary of Education of Bogota, Oscar Sanchez-Jaramillo visited Edafin Ltd. in Helsinki. During his visit Mr. Sanchez-Jaramillo visited also the department of education of Helsinki and the faculty of education at the university of Helsinki and Karamzin school in Espoo.
- From 4<sup>th</sup> of July to 14<sup>th</sup> of July a team of 5 Edafin experts visited the city of Bogota
  - o Meetings with all the partners and stakeholders, several school visits, numerous meetings with principals, teachers and students
  - o Edafin team was observing overall situation of the educational system in Bogota and starting the development processes
- After first visit the Edafin team created a policy paper for the innovations and reformation of education in Bogota
  - o Webinars and ongoing consulting between Edafin and the Secretary of Education of Bogota
- From 19<sup>th</sup> of November to 25<sup>th</sup> of November took place the second visit for Edafin team of 4 experts to visit the Secretary of Education of Bogota in Bogota
  - o Promoting the policy paper about the observations from the first visit and recommendations for the next steps of the education development process and cooperation between Edafin and stakeholders
  - o Workshop for principals to help them find the areas that needed improvement and to provide tools for change
  - o Several school visits, numerous meetings with principals, teachers and students