

# cimientos

construimos desde la educación



**Cimientos** is an Argentinean NGO that since 1997 works so that more children could finish their high school.



Our desire is to always be where there are children at risk of not continuing their studies in order to help them to achieve more successful educational experiences, to increase their possibilities of graduating from high school and to build a better future.

We build from education a better future for our children and therefore for the development of a more just and equitable Argentina.

## High school in Argentina & Cimientos work

Argentina's high school is in emergency:

- ↻ it concentrates the highest rates of dropout and repetition,
- ↻ it shows the poorest results in learning,
- ↻ it receives as much criticism for being outdated and far from the social and cultural realities of the children.

Not only are there too many children out of school but many of them fail to complete their education or acquire the skills and competencies that enable them to take full advantage of their future opportunities.

## Findings & Opportunities

Our studies confirm that the personalized educational mentoring developed by Cimientos has a strong sustainable impact. Mentoring allows children to develop skills and competencies that not only facilitate their schooling but also to build a better future.

### ↪ **Within high school** children supported by Cimientos

- achieve greater stability and permanence;
- have a good academic standard;
- demonstrate a strong commitment to their studies;
- show significant progresses in the development of skills and competencies
- 47,9% of them complete an education lineal trajectory vs only 14,7% of their peers
- finish school with their peers who present more favorable conditions
- educational mentoring appears as a strong impulse to finish high school
- parents are pillars for the completion of high school
- are the first generation of high school graduates within their families, they overcome the educational level of the household

### ↪ **After school**

- post high-school trajectories are mostly related to work; only studying appears to have low probability;
- first labor experiences are strongly signed by informality;
- among those who are studying, there is a strong presence of formal studies

## Awards & Networking

**WISE Awards Finalist || Incentive Award to Education, Harvard Club of Argentina || Social Ecumenical Forum Award for Solidarity Entrepreneurs || Konex Award || UN Business Guide || Synergos Senior Fellow Network || UN Economic and Social Council || IADB Argentinean Civil Society Consulting Group (ConSOC) || Argentine Network for International Cooperation (RACI)**

***2 Cimientos Programs declared of Educational Interest  
by the Argentinean National Ministry of Education in 2003***

## **Our core foundations**

### **1. Personalized educational mentoring**

Mentoring means to accompany and support, providing a space that enables progressive improvement through strong personal links, contents and proper tools.

Continuity and stability in accompanying a student and the participation of an adult family member, especially in Future Graduates, is one of the key points that Cimientos provides in a school context of absences, discontinuities and disruptions. Mentoring builds a bond that allows focusing the work to a determined target.

In supporting schools teachers and principals appreciate guidance provided by Cimientos to diagnose, design, develop and evaluate the educational projects, as well as the regular visits of professionals to schools to assist with management and promote the analysis, evaluation and reflection on the school and the teaching practice.

In the Alliances Program, accompanying collaborates to strengthen other NGOs and allows joint efforts in implementing educational programs throughout Argentina.

### **2. Financial support**

All actions implemented by Cimientos have a financial support dimension based on the conviction that programs' recipients are the most qualified to determine their needs and that they should be strengthened in order to achieve them.

In Future Graduates, financial support covers the basic needs such as school materials, books, transportation to school, clothing, so children can stay in school and may have a successful educational career.

Regarding support to schools, this dimension is allocated to collaborate in institutional improvement through the purchase of materials, supplies, didactic resources, books, teacher training, among others.

For allied NGOs, financial support means starting up new programs, as a seed fund that promotes local funds development, favoring expansion and sustainability of intervention models.

### **3. Joint work and Experiences sharing**

We work jointly with the heads of schools supervision, with the schools and with other NGOs. This bond is essential to address regional priorities in selecting the schools in which we work, and for the work that we develop together to be supported and strategically articulated.

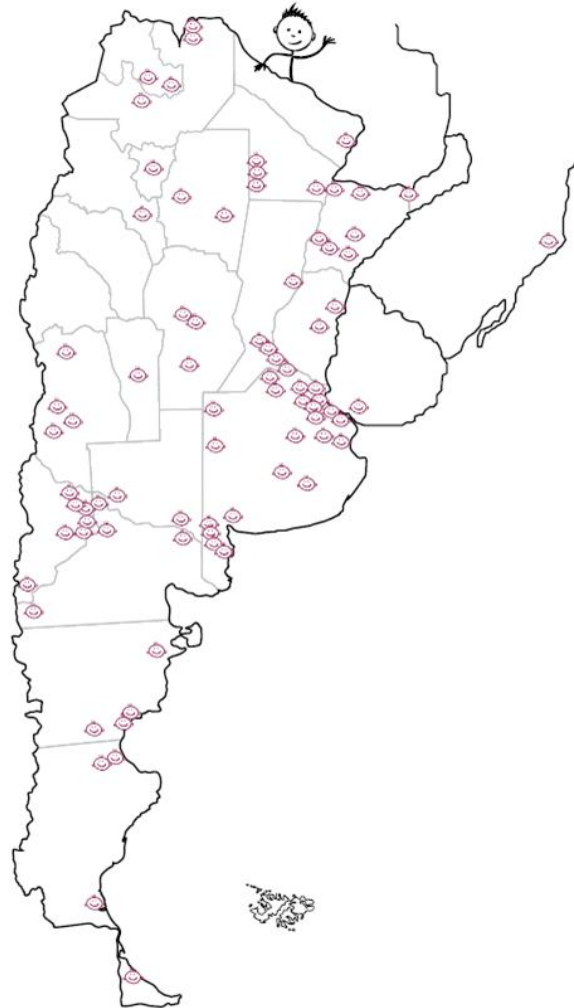
Scholarship students, teachers, principals, and allied NGOs, play a leading role in the programs. Their voices are heard and their initiatives are taken into account.

To that end, we develop a series of meetings and training spaces for them through the year, both onsite and virtual. Each reunion allows all participants to know other realities, share points of view on different problems, think together in alternatives of solution, spread experiences and successful working models that could be replicated.

## 2013 reach

### 20 Argentinean districts, 1 city in Brazil & Montevideo, Uruguay

- iii **2.789** children take part in Future Graduates, Cimientos' High School Scholarship Program, obtaining personalized educational mentoring and better educational opportunities.
- iii **11.156** of the children's family members and school peers are indirectly involved and become more actively committed to education.
- iii **2.988** is the number of students that graduated with Cimientos. **878** of them are advised on training and employment opportunities across Argentina through Cimientos Graduates Network.
- iii **36** principals from Secondary Public Schools in Berazategui and the local High School Supervisors Team, take part in a Regional Educators Network.
- iii **188** children between 16 and 22 years receive online mentoring to help them build their life project.
- iii **11** allied NGOs are implementing Future Graduates in their cities and supporting currently more than **650** scholarships locally.
- iii **81** private organizations and supporting foundations
- iii **1800** individual donors
- iii **155** volunteers



# Education, a cause for everyone

by Bernardo Kliksberg  
*Special advisor to the UNDP*

Latin America is making significant efforts in education, as outcome more than 95 percent of children now enter primary school and the levels of literacy have increased substantially. But these achievements should not lead to "triumphalism". The remaining challenges are demanding, and the future of the countries that face them is at stake because education is more than ever the defining factor in a knowledge-based world.

According to ECLAC data (Social Panorama 2010), 51 percent of young men and 45 percent of young women do not complete secondary school. Without a complete secondary schooling there is no "employability" in the formal labor market. In the public and private sectors alike, this is the minimal level required for a candidate to be considered for any job.

This situation differs totally from one social stratum to the next. 86% of women and 81% of men in the wealthiest 20 percent of the population completes secondary school while only 26% of women and 23% of men in the poorest 20 percent can achieve it. Concerning rural indigenous populations, secondary school graduation is reached by only 20% of women and 22% of men.

For the university, the figures are much worse. Only 8.3 percent of youths between the 25 and 29 years old have managed to finish the usual five years of a university program. The social divide is enormous. For every 27 youths of the wealthiest 20 percent, only one from the poorest 20 percent completes those five years.

The problem is not just the years of schooling but what is effectively learned. That depends on the quality of the schools to which each stratum have access to. By measuring results obtained by 15 year old students in sciences, 50 percent of those from lower-income fall below the level of basic skills needed. The vast majority of students of OECD countries attain needed levels of competence, no matter their socio-economical background.

Another very significant factor is the family. The more organized it is, with higher prior educational capital and higher pursuit and support to its children's studies, the greater the academic achievements will be. In disadvantaged families, educational levels are limited and there is enormous efforts expended on daily survival, making considerably harder for them to closely support their children's studies.

One dramatic expression of these problems is the lack of housing with minimal conditions of sanitary and electrical installations, of space and safety in their structure. 120 million Latin Americans live in slums. Where can these children do their homework? In the structural conditions in which they live, there is no space to concentrate. An additional problem is the enormous challenge implied by the digital divide, exacerbating the above problems mentioned.

As result of the efforts it has made, Argentina has better figures than the average of Latin American and has made effective progresses, yet it is much to be done and its shortcomings are clearly present.

The education agenda must, in essence, be taken on by all society. Governments have a basic responsibility in this matter but what it is required is a great nationally and regionally harmonization between active public policies, corporations social responsibility and civil society mobilization. Exemplary work must be strengthened and expanded such as the developed by Cimientos whose daily high quality work for the education of the poorest children has become an international reference.

Prioritizing education is not an option. In the 21st century, it is a right that must be guaranteed to all citizens in a democracy, and it is decisive for growth and social inclusion. There is no more time to wait, is urgent to combine joint efforts to convert this right into concrete facts.

