

Editorial

*T*he Colombian education model has undergone significant changes in recent years, moving from a traditional model focused on rote memorization and teacher-centered instruction to a competency-based model that emphasizes the acquisition of skills and the development of critical thinking abilities. One of the key elements of this transition has been the implementation of the National Curriculum Guidelines, which outline the competencies that students are expected to acquire at each grade level. These competencies are organized into four categories: cognitive (knowledge and understanding), psychomotor (skills and abilities), affective (values and attitudes), and communicative (language and communication).

The competency-based model is intended to foster a more active and self-directed approach to learning, as well as to ensure that students have the skills and knowledge they need to succeed in the 21st century. To support this transition, the Colombian government has invested in the development of new curricula and teaching materials, as well as in the training of teachers. The current learning outcomes model of Colombia is based on the principles of the competency-based education model. It is focused on the acquisition of knowledge, and the development of competencies and values, through a continuous and holistic evaluation of the student. Uses a system of annual, semi-annual, and final evaluations, that evaluate each of the competencies. This evaluation system also establishes that the grades obtained by students must be a weighted average of the evaluations of the competencies.

Overall, the Colombian education model is designed to prepare students for success in a rapidly changing world, by fostering the development of critical thinking skills, a love of learning, and a commitment to civic engagement. The country has made big efforts in recent years for the transition to a competency-based model and is currently working on the development and implementation to improve and evaluate the education outcome. However, as with any major reform, there are challenges to be overcome, such as the need for additional resources, the need to better align the education system with the changing demands of the labor market, and the need to ensure that all students, regardless of their background, have access to a high-quality education.

Prof. Fredy H. Martínez S., Ph.D

Professor at the Facultad Tecnológica

Universidad Distrital Francisco José de Caldas