



HUMAN-CENTERED EDUCATION

QUANTITATIVE EVALUATION

9A

Dec 01-2023

QUANTITATIVE EVALUATION

MADE BY THE NGO GUERRAND HERMES FOUNDATION FOR PEACE

Methodology:

The Self-perception survey was applied, which aims to measure the progress of the young person's self-perception of themselves. A fact that is important for self-esteem and security, pillars on which the development of young people is based.

The test was applied to 23 young people from the Pedacito de Cielo educational institution with technical and academic secondary education. The Pensar 2B grade was taken as a control group to have the 9A groups of the Pedacito de Cielo school located in La Tebaida as a reference for analysis (this group belongs to a traditional secondary education program of the institution. This population presents different social difficulties, emotional, psychological, inadaptability to the educational system, among others, similar to the difficulties of the academic and technical population.

A qualitative evaluation was also carried out applied to the three pillars of the methodology: management time, cognitive time and emotional time. And to tutors involved (the qualitative test report is attached separately).

Number of surveys applied: 23 surveys were applied the first time, on April 15, the same day that the young people arrived for the training, and the second survey, on November 15, days before the end of the 2023 school year.

The surveys were administered online and in person in the classrooms of the educational institution.

Responsible for applying the surveys and systematization : The surveys were administered by Rossana Silva, training director of the program, and electronic engineer Manuel Acuña, a systems professor who carried out the systematization.

CONCLUSIONS:

1. In absolute terms the percentage rates between Grade 9A and the control (Thinking 2B) are very positive for Grade 9A.

2. The difference in self-perception growth was 32.81% (61.91-29.10) in favor of Grade 9A.

The control group even showed a decrease of 25.3%.

3. In Grade 9A and in the Think 2B Control Group, there was no dropout on the part of the students involved in the study of this methodology.
4. All Grade 9A competencies growth between the first and second survey.
5. An average of 38.54% was found in the averages of the competencies evaluated in the first test of Grade 9A. On a scale of 1 to 4 where the result for this first test was 1.54. This is explained by the commitment of young people in their first year with the program.
6. As a final result of the instrument applied, it was found that the averages of the competencies evaluated in Grade 9A were 61.91. On a scale of 1 to 4 where the final result was 2.48.
7. An average of 54.40% was found in the averages of the competencies evaluated in the first test of the control group "Thinking 2B". On a scale of 1 to 4 where the result for this first test was 2.18.
8. As a final result of the applied instrument, it was found that the averages of the competencies evaluated in the control group "Thinking 2B" were 29.10. On a scale of 1 to 4 where the final result was 1.16.
9. For the first test carried out in Grade 9A with the highest performance, it was Physical Appearance with an average grade of 1.61. We can note that there is a good coexistence within the group since the majority have been studying since high school at the institution. While in the control group "Thinking 2B" the competency with the highest performance was Global Self-Esteem with an average rating of 2.33 on a scale of 1 to 4.
10. For the first test, the highest performance was for the Physical Appearance competition in Grade 9A with a percentage of 40.31%. While the control group "Thinking 2B" the highest performance was for the Competition was Global Self-Esteem with a percentage of 58.21%.
11. The first test carried out in Grade 9A, the competition with the lowest performance was Athletics with an average grade of 1.44. While in the control group "Thinking 2B" the competency with the lowest performance was Academic Competence with an average rating of 2.01 on a scale of 1 to 4.
12. In the first test, the lowest performance was for the Athletics competition in Grade 9A with a percentage of 35.94%. While the control group "Thinking

2B” the lowest performance was for Academic Competence with a percentage of 50.36%.

13. It can be seen in the first test of Grade 9A that the Physical and Social Appearance competencies obtained the highest performances and in the second test the Behavioral Attitude and Global Self-Esteem competencies had a higher performance. Global Self-Esteem being a determining competence in the process of human-centered education.
14. In the first test carried out in Grade 9A, the Athletics and Global Self-Esteem competencies obtained the lowest performance, for the second test the Social and Work competencies obtained the lowest rating, but they grew compared to the first test. Likewise, pedagogical activities with physical activity strengthened athletic competition.
15. Academic competence in Grade 9A was the one that obtained the greatest positive variation, highlighting the importance of human-centered education in students since they show greater interest in completing this formative stage.
16. It can be seen in the first test of the control group “Thinking 2B” that the Global Self-Esteem and Romantic Interest competencies obtained the highest performances and in the second test the Academic and Physical Appearance competencies had a higher performance. It should be noted that a growth in academic competence was found in this group.
17. In the first test carried out in the control group “Thinking 2B”, the Academic and Athletic competencies obtained the lowest performance, for the second test the Romantic Interest, Global Self-Esteem and Athletic competencies obtained the lowest rating. Due to the absence of the human-centered education methodology in the “ Thinking 2B” group of the Pedacito de Cielo educational institution, none of the competencies that presented low performance in the students in the first measurement and at a general level were strengthened. Averages of the other skills deteriorated in the second test.

CONCLUSION NOTES:

A. The quantitative figures are highly favorable for the methodology. As progress is made in the application, very favorable growth is observed in young people in all skills.

B. The way to apply the methodology in Grade 9A: Frequency, dedication and importance of the methodology shows a path for implementation due to the effective impact on young people.

Systematization

In the following table we can show each of the answers offered by each of the members of grade 9A to the questions posed in the survey: self-perception

Each question has been evaluated and integrated into each of the competencies evaluated with an average rating for each of them on a scale of 1 to 4.

The self-perception test evaluates 9 competencies through its questions:

Academic Competence: These elements refer specifically to the student's cognitive perception.

Social Competence: From the theoretical perspective of a self-perception profile, the elements must refer to the characteristics of the self that define success or competence in that domain.

Athletic Competence: The elements of athletic competence primarily refer to one's ability to do well in sports, including outdoor games and demonstrating athletic prowess.

Physical Appearance : These elements reflect the extent to which one feels handsome, happy with one's appearance, body, face, hair, etc.

Job Competence: This subscale indicates the extent to which the adolescent feels what job skills he or she has ready to perform well in part-time jobs.

Romantic Interest: This subscale taps into adolescents' perceptions of the romantic domain: Whether they are romantically attractive to those they are interested in, are dating people they would like to be dating, and feel that they are fun and interesting. on a date.

Behavioral Attitude: This subscale indicates the degree of acceptance towards the way you behave: you do the right thing, act the way you are supposed to act, and avoid getting into trouble.

Close Friendships: This subscale taps into the ability to make close friends, those with whom you can share personal thoughts and secrets.

Global Self-Esteem: It constitutes a general perception of the self, in contrast to the specific domain. judgments of capacity or sense of adaptation in specific areas of life.

SURVEY 1 Grade 9A

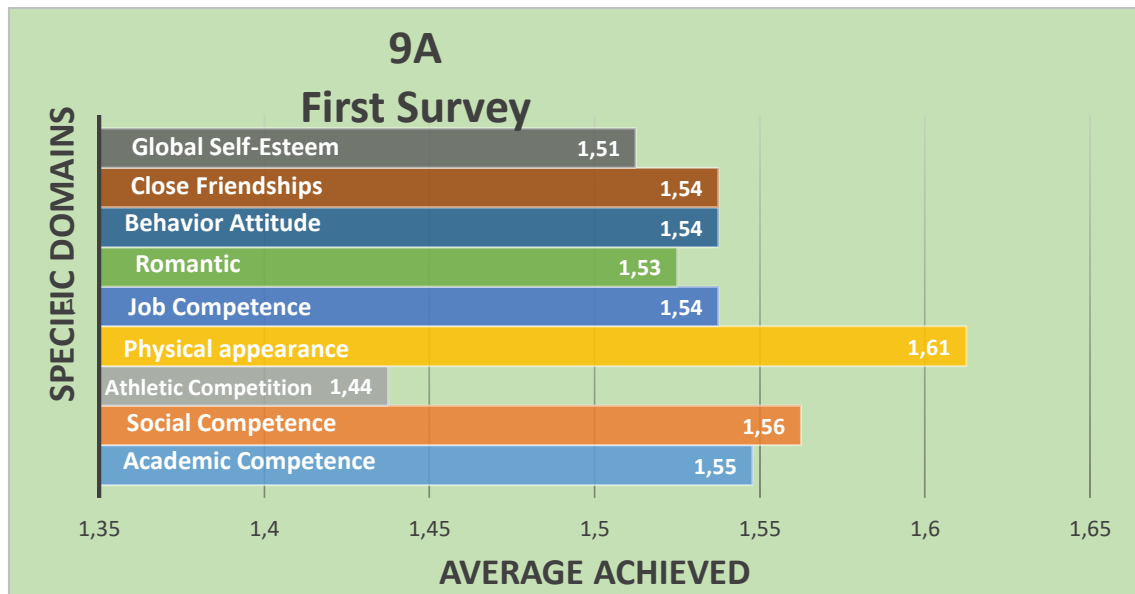
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Nombre	Sexo	Grado	Competencia Académica				Competencia Social				Competencia Atlética				Apariencia Física				Competencia Laboral				Interés Romántico				Actitud de Comportamiento				Amistades Cercanas				Autoestima Global				Prom														
			1	10	19	28	37	Prom	2	11	20	29	38	Prom	3	12	21	30	39	Prom	4	13	22	31	40	Prom	5	14	23	32	41	Prom	6	15	24	33	42	Prom		7	16	25	34	43	Prom	8	17	26	35	44	Prom	9	18
1 BERNAL OSORIO JUAN JOSE	M	9A	3	4	3	4	4	3,6	4	4	4	4	4	4	4	4	3,6	4	4	4	4	3	3,8	4	3	3	4	4	3,6	3	3	4	4	3,6	4	3	4	4	3,6	4	3	3	4	3	3,4	3,6							
2 JUAN CAMILO BONILLA BRAVO	F	9A	1	2	1	1	1	1,2	2	1	1	1	2	1,4	1	2	1	1	2	1,4	1	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,2								
3 ROBINSON KEINER CARDONA ANGULO	M	9A	1	1	1	1	2	1,2	2	1	2	1	2	1,6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1,2								
4 JUAN DAVID ERAZO PARRA	M	9A	2	1	3	1	1	1,6	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,4								
5 ESTEFANI ESCOBAR TALAGA	M	9A	2	4	1	1	2	2	2	2	1	2	2	1,6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,3								
6 YARLEN DAVID GOMEZ LUCUMI	M	9A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1									
7 BAYRON ANDRES HERRERA HERNANDEZ	F	9A	4	2	1	1	3	2,2	4	4	4	4	3	3,8	4	3	2	3	3	3	4	3	3	4	3	3	3,4	4	2	3	4	3	3,2	4	2	3	4	4	3,4	4	3	2	4	3	3,2								
8 YEIMILEZ HERRERA MARULANDA	M	9A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,1									
9 JEVYLLING HOLGUIN MARULANDA	M	9A	1	1	1	1	1	1	1	1	1	1	1	1,6	1	1	1	1	1	1	1	2	1	1	1	1	1,2	1	1	1	1	2	1,2	1	1	1	1	1	1	1	1	1	1	1	1,1								
10 JUAN JOSE LUCUMI LUCUMI	M	9A	1	1	2	1	1	1,2	1	1	1	1	1	1	1	2	1	2	1	1	1,4	4	2	1	1	1	1,8	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1,2									
11 SHERIL YASMIN MAMIAN ESCOBAR	F	9A	2	1	2	1	1	1,4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,1									
12 ESTEFANIA MORENO LOPEZ	M	9A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,2									
13 VALERY PADILLA MANCHOLA	M	9A	1	1	1	1	2	1,2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,1								
14 ANDRES CAMILO PIRICANO LOPEZ	F	9A	4	4	4	3	4	3,8	1	3	3	1	1	1,8	1	1	3	1	4	2	4	4	3	2	3,2	4	3	3	1	2	2,6	3	4	3	4	3	3,4	3	4	1	3	3	3	2	4	3	2,9						
15 CRISTIAN FELIPE PRIETO CIFUENTES	M	9A	1	1	1	1	2	1,2	1	1	1	1	1	1	1	1	1	2	1	1	1,2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,1								
16 MARLON ALEJANDRO RAMIREZ CALLEJAF	F	9A	2	1	1	1	1	1,2	1	1	1	1	2	1,2	2	1	1	1	1	1	1,2	2	1	1	2	1,4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,2							
17 JUAN JOSE RAMIREZ LONDOÑO	F	9A	3	1	2	1	2	1,8	1	1	1	1	2	1,2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,3							
18 LAURA SOFIA RODRIGUEZ CARDONA	F	9A	2	2	1	1	1	1,4	2	1	1	1	2	1,4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,2							
19 JUAN MIGUEL RUIZ RAMIREZ	F	9A	1	1	1	1	1	1	1	2	2	1	1	1,4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,1							
20 JUAN DAVID SERINA RIOS	F	9A	1	1	1	2	1,4	2	1	1	1	1	1,2	1	2	1	1	1	1,2	1	3	1	1	1	1,4	1	1	1	2	2	1,6	1	1	1	2	1	1	1	1	1	1	1	1	1	1,2								
21 VALENTINA VELASQUEZ OCAMPO	M	9A	2	1	1	1	2	1,4	2	1	1	1	2	1,4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,2								
22 ESTEBAN VELEZ RAMIREZ	F	9A	3	1	1	1	2	1,6	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,2								
23 EMILY ROXANA VERA GARCES	M	9A	1	1	1	1	2	1,2	1	1	1	1	1	1	2	4	1	2	1	2	1	1	1	1	1,2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,3							
TOTAL								1,55					1,56							1,44					1,61																			1,51	1,5								
PORCENTAJE								38,7					39,1							35,9					40,3																			37,8	39								

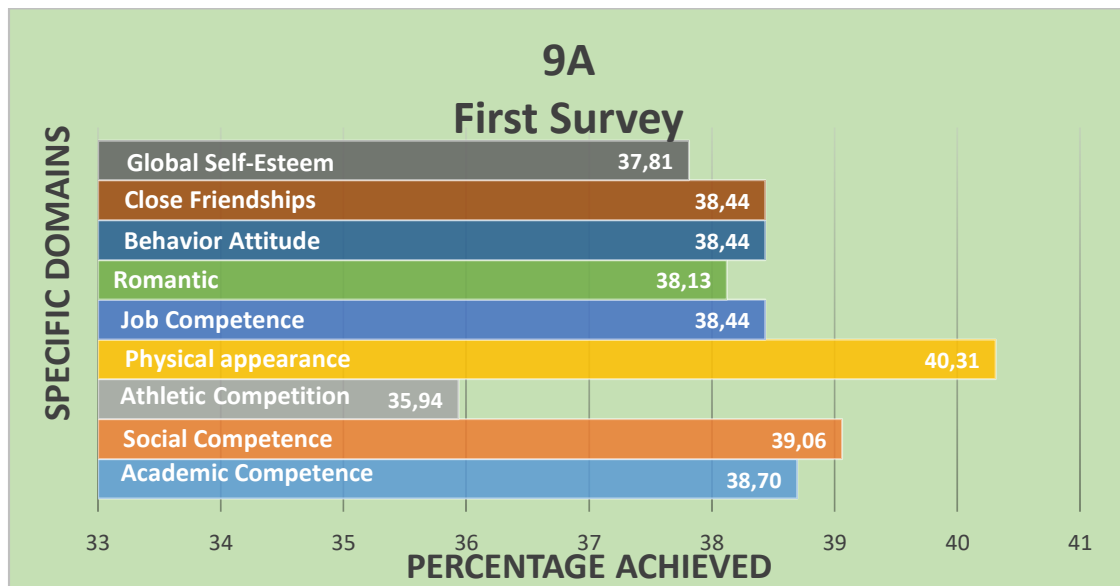
Grade 9 A

Stage	Number from students	Percentage Students	Average Surveys	Percentage Surveys
Initial	23	100%		
First Survey	23	100%	1.54	38.54%
Second Survey	23	100%	2.48	61.91%

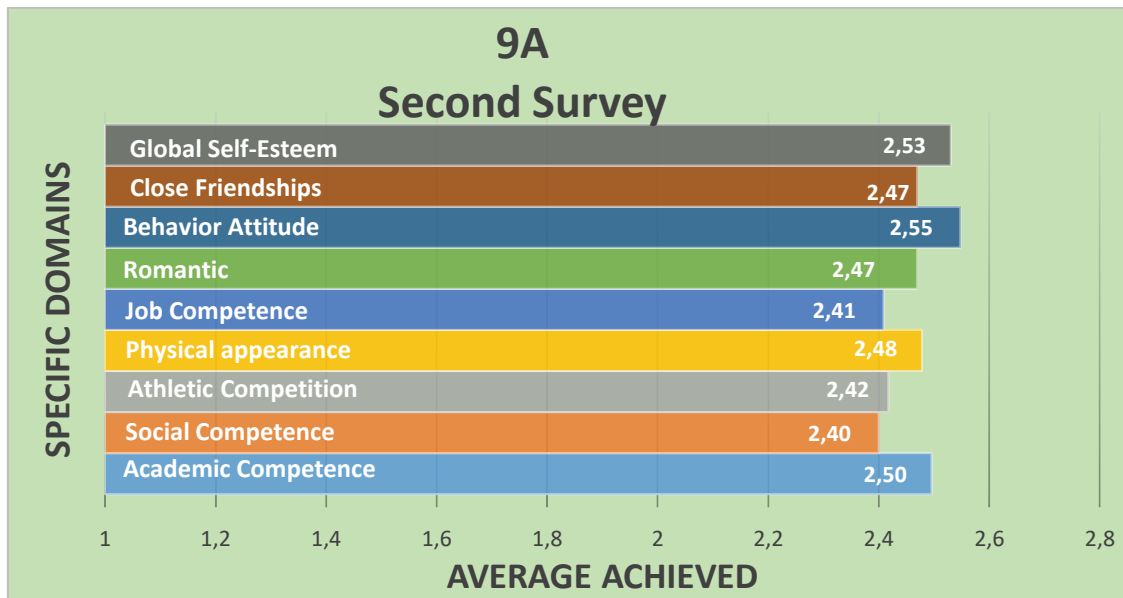
In this first measurement we were able to identify each of the competencies evaluated in the first self-perception test on a scale from 1 to 4 through the general average of grade 9A for each competency.



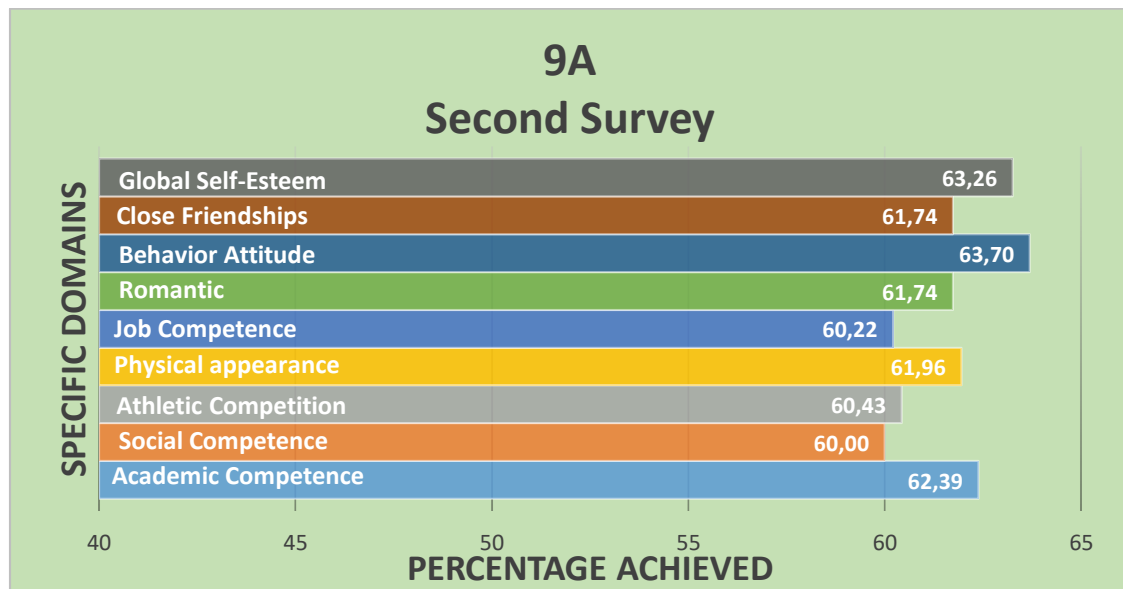
Performing an analysis of the first test, it is found that the Physical Appearance and Social competencies have the highest performance, while the Athletic and Global competencies are the performance with the lowest performance.



The percentages for the Physical and Social Appearance competencies define 40.31% and 39.06% of the test. While the Athletic and Global competitions had performances of 35.94% and 37.81%.

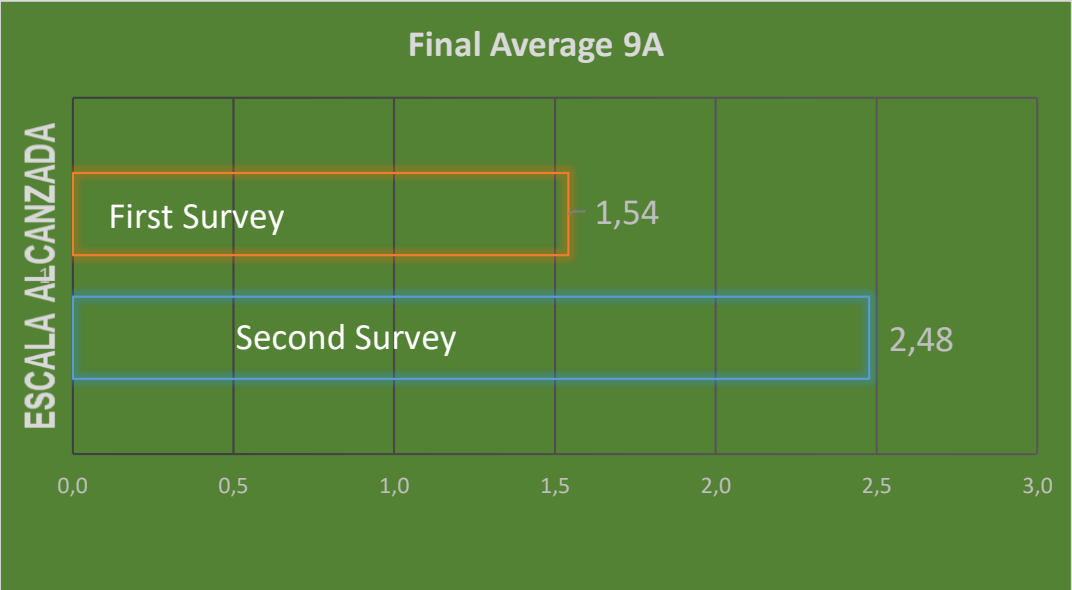


Performing an analysis of the second test, it is found that the Behavioral Attitude and Global competencies have the highest performances, while the Social and Work Behavior competencies are the performance with the lowest performance.

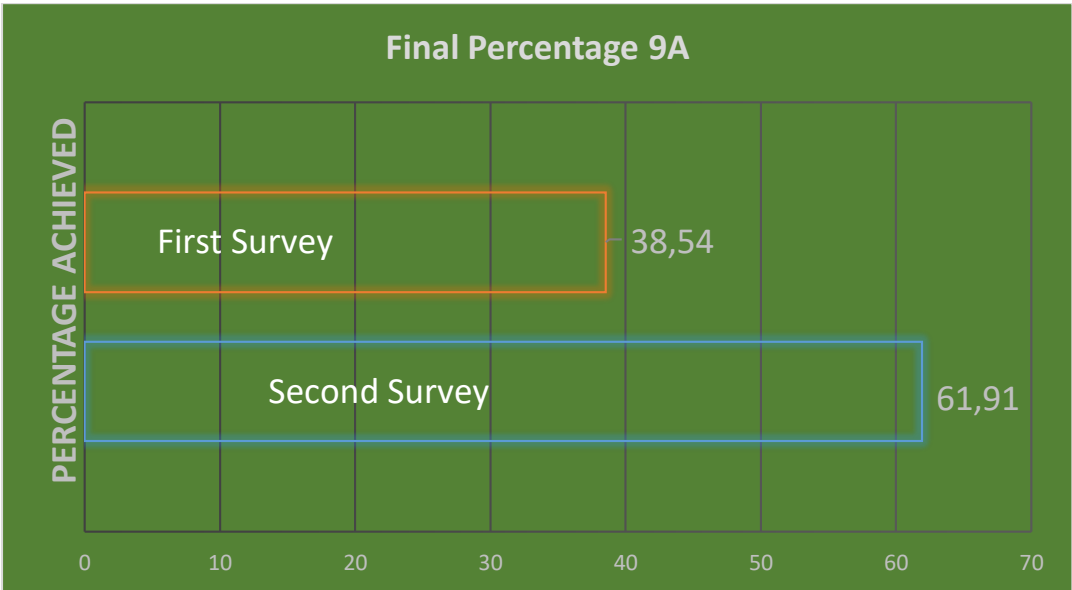


The percentages for the Behavioral and Global Attitude competencies define 63.70% and 63.26% of the test. While the Social and Labor Behavior competencies had performances of 60.00% and 60.22%.

In this graph you can discern the results obtained in the two surveys carried out in Grade 9A on a scale of 1 to 4, evaluated in the final average of each of the competencies.



For the first measurement we obtained a score of 1.54 in the general average of each of the competencies and in the second measurement we found an average of 2.48 on a scale of 1 to 4.

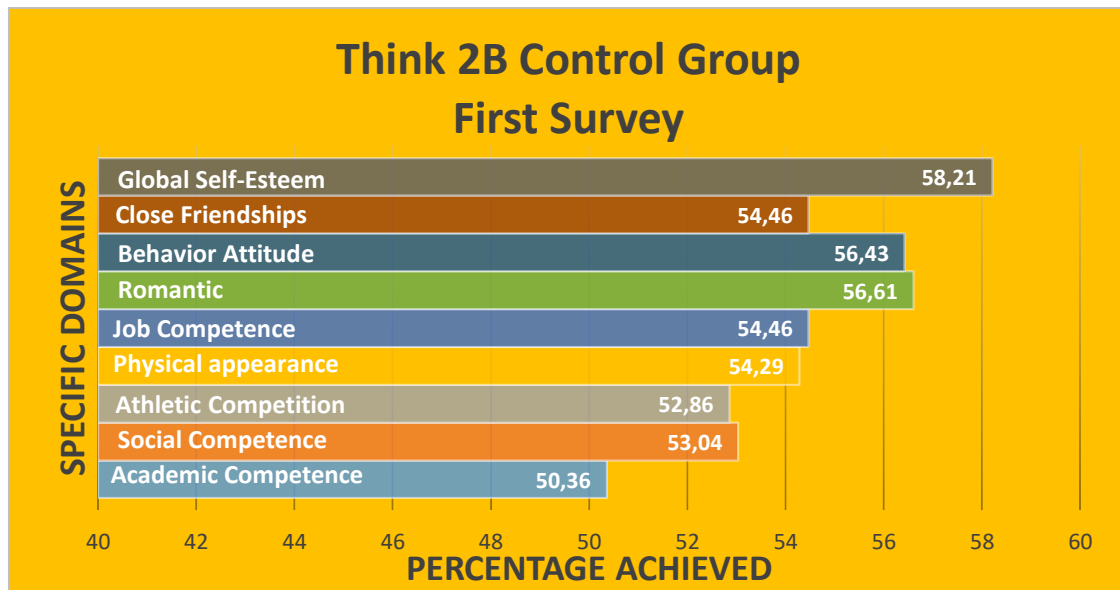


Stage	Number from students	Percentage Students	Average Surveys	Percentage Surveys
Initial	28	100%		
First Survey	28	100%	2.18	54.40%
Second Survey	28	100%	1.16	29.10%

In this first measurement, each of the competencies evaluated in our first self-perception test was identified on a scale from 1 to 4 through the general average of the control group “Thinking 2B” for each competency.



Performing an analysis of the first test, we found that the Global and Romantic Interest competencies have the highest performances, while the Academic and Athletic competencies are the lowest performing competencies.

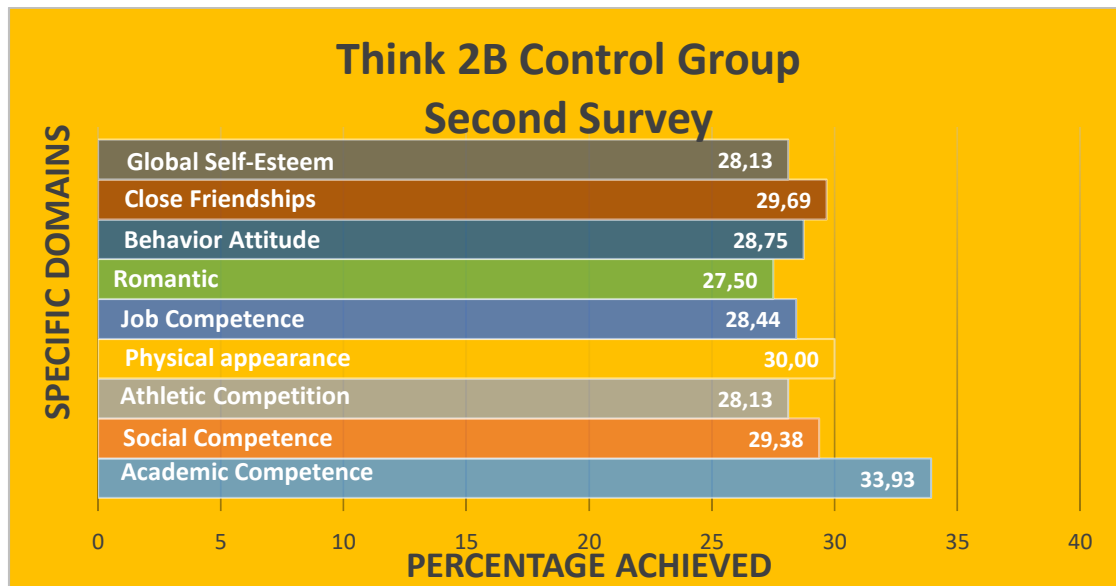


The percentages for the Global and Romantic Interest competencies define 58.21% and 56.61% of the test. While the Academic and Athletic competitions had the lowest performances 50.36% and 52.86%.

Survey 2 Control Group 9A (Thinking 2B)

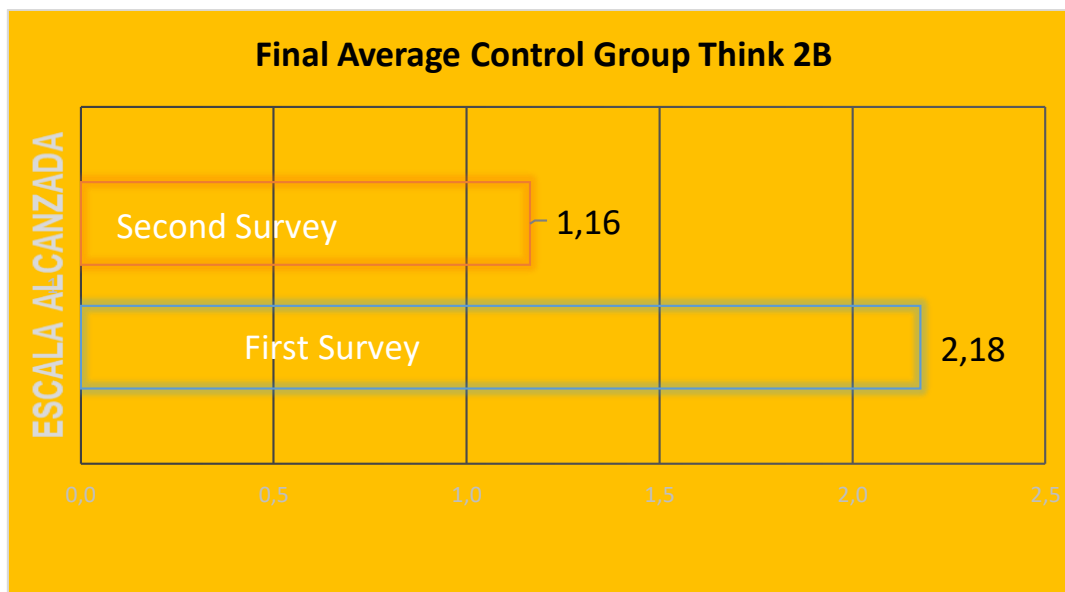
Below are the results obtained in the second measurement of the self-perception test where, like the previous test, we can analyze the individual and group results of the control group "Thinking 2B" and group 9A, in addition to making comparisons in the measurements. between the first test and the second personally and collectively.

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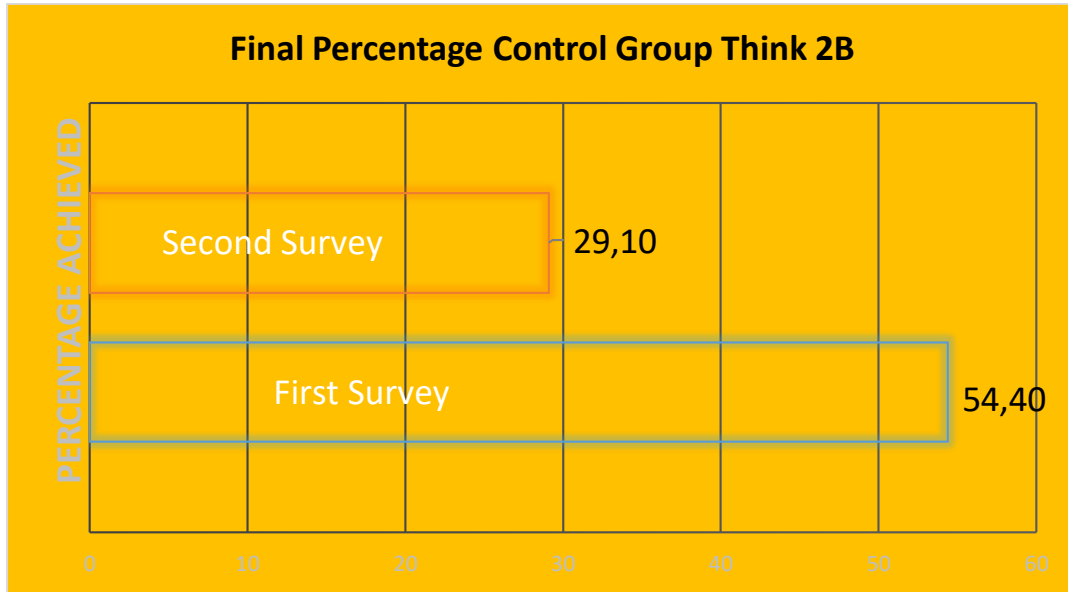


The percentages for the Academic and Physical Appearance competencies define 33.93% and 30.00% of the test. While the Romantic Interest, Global and Athletic competitions had performances of 27.50% and 28.13%.

In this graph we can discern the results obtained in the two surveys carried out to the control group "Thinking 2B" on a scale from 1 to 4, evaluated in the final average of each of the competencies.

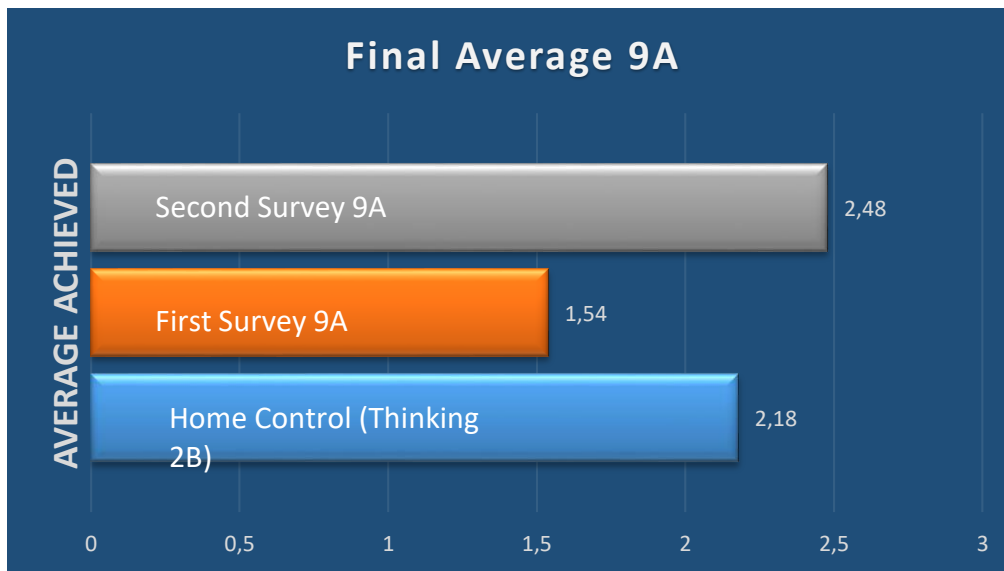


For the first measurement we obtained a score of 2.18 in the general average of each of the competencies and in the second measurement we found an average of 1.16 on a scale from 1 to 4.

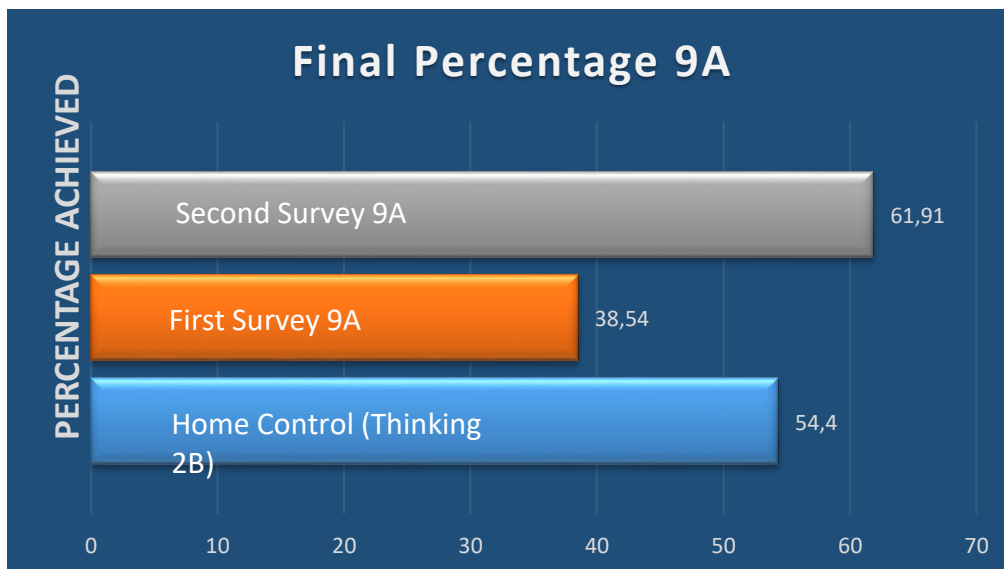


For the first measurement we obtained a percentage of 54.40% in the general average of each of the competencies and in the second measurement we found a percentage of 29.10% on a scale from 1 to 100%.

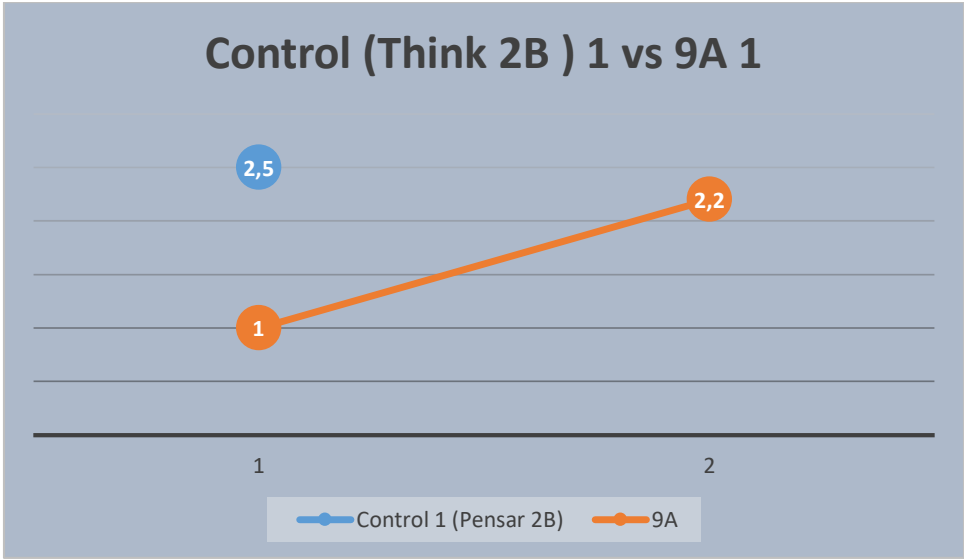
MEASUREMENTS



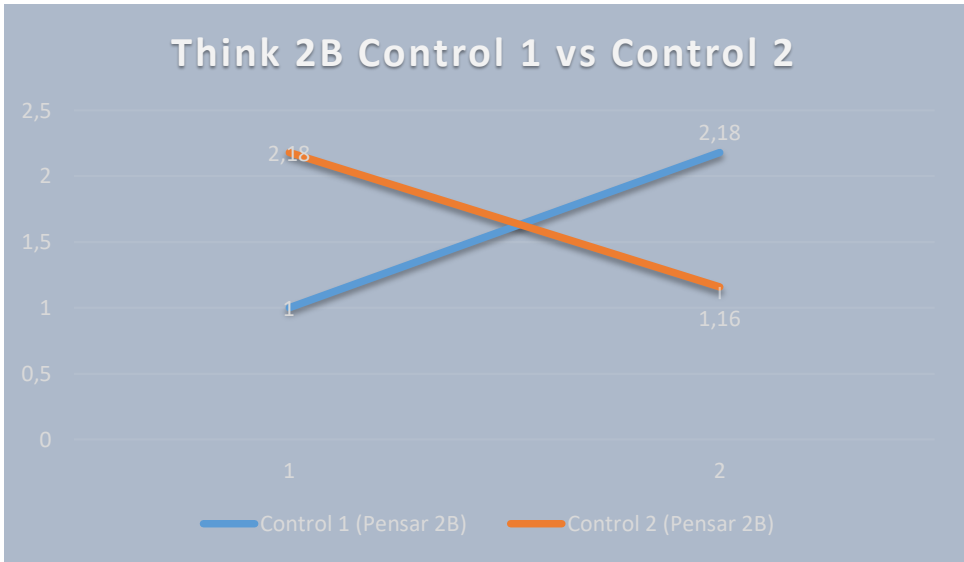
We can see the averages obtained by Grade 9A in the average of the two tests carried out with the result of the average of the first test applied to the control group “Thinking 2B” on a scale from 1 to 4.



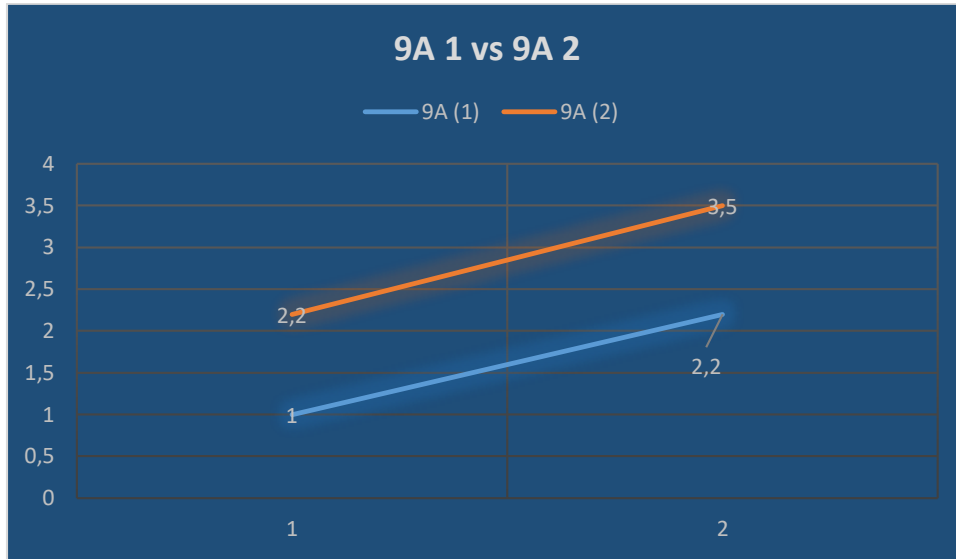
Likewise, we can discern the performance of the percentages obtained in the two tests by group 9A with the percentage of the first test carried out by the control group “Thinking 2B” on a scale from 1% to 100%.



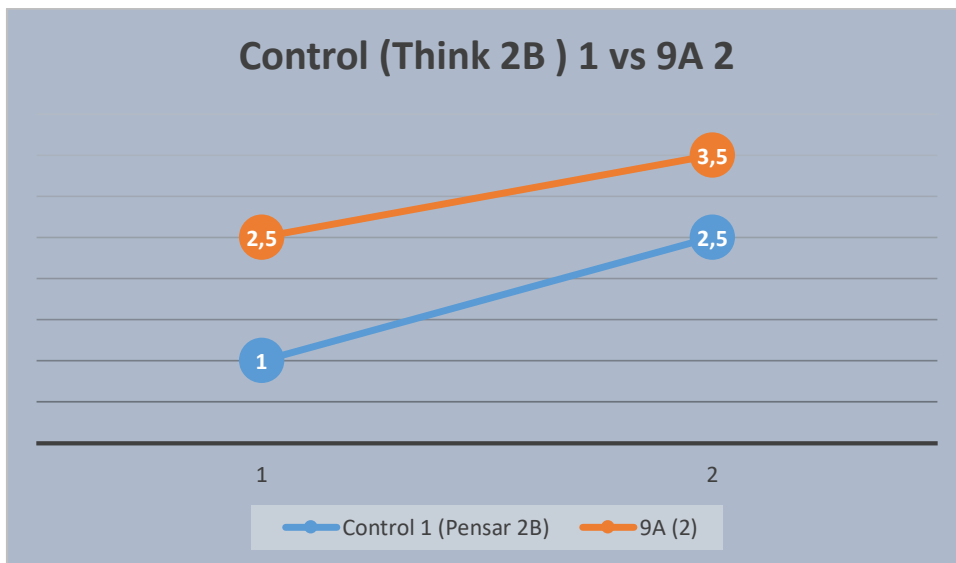
In this graph we can see the average of the results obtained in the first survey in the control group (Thinking 2B) and Grade 9A.



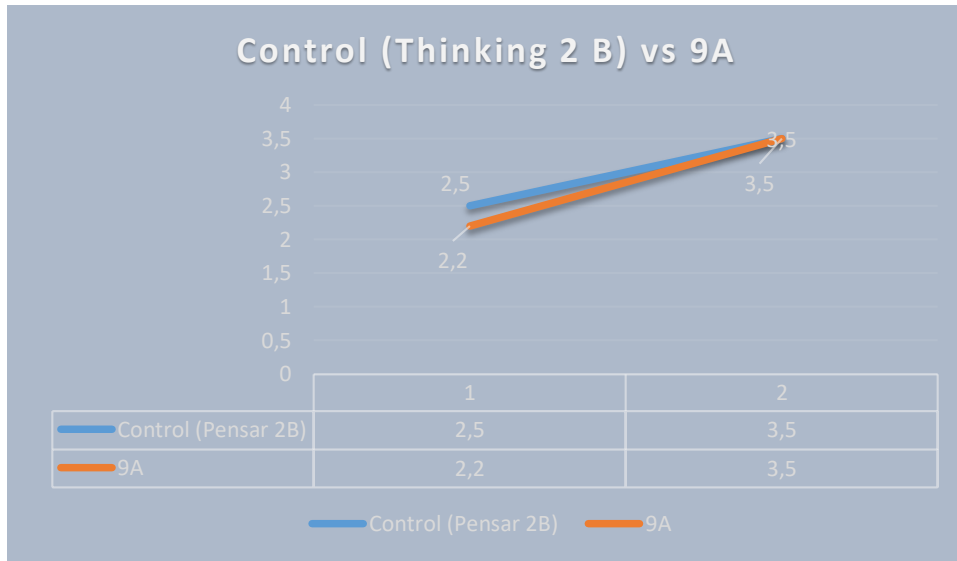
In this graph we can compare the results of the averages of the two surveys carried out with the control group “Thinking 2B”. Where we can see a decrease with respect to the initial results.



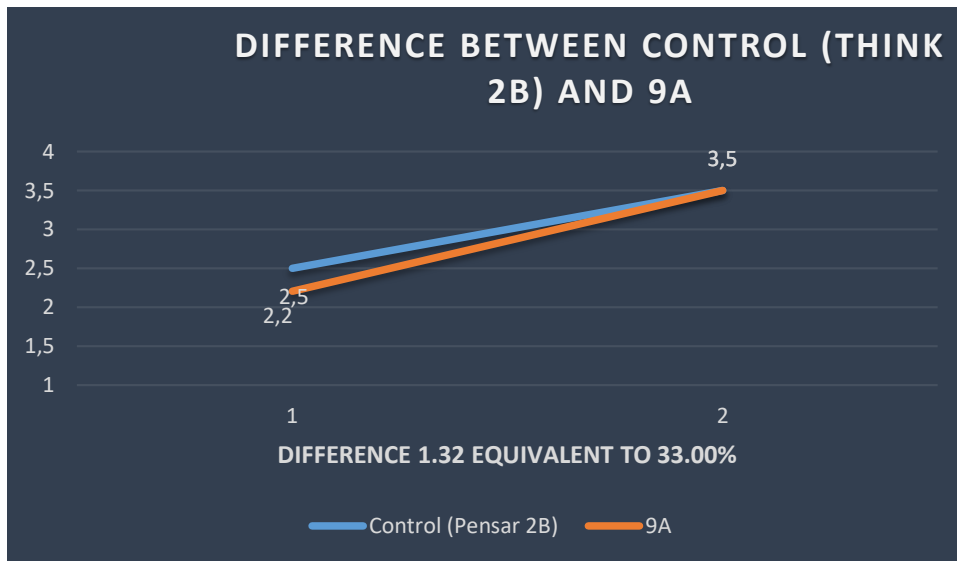
This graph compares the results of the averages of the two surveys carried out in Grade 9A, where growth is evident as a result of the process carried out in human-centered education.



The previous graph compares the average of the results obtained by the first survey of the control group (Think 2B) with the average of the final results of Group 9A where growth is evident as a result of the methodology applied in the program.



The previous graph shows the results of the averages carried out from the two surveys of Grade 9A and its control group “Thinking 2B”.



The previous graph shows the difference in the results of the averages carried out from the two surveys of Grade 9A and its control group “Thinking 2B” and their respective percentage.

Teacher Self-Perception Assessment

TEACHING CONCLUSIONS:

1. In absolute terms, the percentage rates between Grade 9A and control Teachers are very positive for the 9A group.
2. The difference in self-perception growth was 32.00% (87.50-55.50) in favor of Grade 9A.
The control group showed a growth of 25.8%.
3. In Grade 9A and in the Think 2B Control Group, there was no dropout on the part of the students involved in the study of this methodology.
4. All Grade 9A competencies showed growth between the first and second surveys.
5. An average of 55.50% was found in the averages of the competencies evaluated in the first test of the Grade 9A Teachers. On a scale of 1 to 4 where the result for this first test was 2.20.%. This is explained by the commitment of young people to the program in its first year.
6. Analyzing the responses of both young people and teachers. we find:
That in the first measurement of the members of Grade 9A and in that of the teachers, different evaluations were found in each of the competencies since they did not coincide with the performance levels, nor in the positioning.
For the second measurement, they agreed that the Academic competition was one of the highest performing ones. In all of them there was significant growth. No coincidence is observed in the competencies in the final measurement in the lowest ratings in the responses of both the Teachers and the young people in grade 9A.
7. As a final result of the instrument applied, it was found that the averages of the competencies evaluated by the Teachers in Grade 9A were 87.50. On a scale of 1 to 4 where the final result was 3.50.
8. An average of 61.70% was found in the averages of the competencies evaluated by the Teachers in the first test of the control group " Thinking 2B". On a scale of 1 to 4 where the result for this first test was 2.50.
9. As a final result of the applied instrument, it was found that the averages of the competencies evaluated by the Teachers in the control group "Thinking 2B" were 87.50. On a scale of 1 to 4 where the final result was 3.50.

10. For the first test administered to Grade 9A by the Teachers, the competition with the highest performance was Romantic Interest with an average score of 2.80. While in the control group evaluated by the "Thinking 2B" Teachers, the competency with the highest performance was Romantic Interest with an average rating of 3.50 on a scale of 1 to 4.
11. For the first test, the highest performance was for the Romantic Interest competition in Grade 9A evaluated by the Teachers with a percentage of 68.75%. While the control group "Thinking 2B" the highest performance was for Romantic Interest with a percentage of 87.50%.
12. The first test carried out in Grade 9A, the competence with the lowest performance evaluated by the Teachers was Labor with an average grade of 1.50. While in the control group "Thinking 2B" the competency with the lowest performance evaluated by the Teachers was Labor with an average rating of 1.50 on a scale of 1 to 4.
13. In the first test, the lowest performance evaluated by the Teachers was for the Labor competency in Grade 9A with a percentage of 37.50%. While the control group "Thinking 2B" evaluated by the Teachers, the lowest performance was for Job Competence with a percentage of 37.50%.
14. It can be seen in the first test of Grade 9A evaluated by the Teachers that the Romantic Interest competition obtained the highest performance and in the second test the Physical Appearance, Academic competition remained in the first results. Both competencies were decisive in the process of human-centered education in Grade 9A. Teamwork and empathy with Teachers strengthened these skills.
15. In the first test carried out by the Teachers of Grade 9A, the Work and Physical Appearance competencies obtained the lowest performance, for the second test the Physical Appearance competency obtained 100% of its rating, the Work Competence which had a significant impact on the members of Grade 9A.

Systematization

The teacher surveys were applied in the following way

In the following table we can show each of the answers offered by the Tutors for each of the members of Grade 9A to the questions posed in the survey: self-perception

Each question has been evaluated and integrated into each of the competencies evaluated with an average rating for each of them on a scale of 1 to 4.

SURVEY 1 Grade 9A Teachers

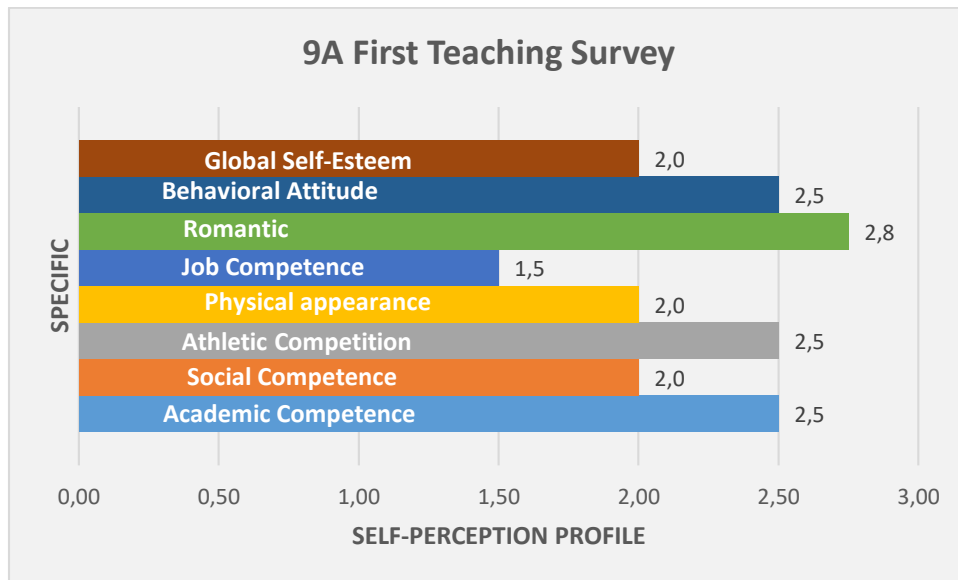
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Nombre	Sexo	Grado	Competencia Académica		Competencia Social		Competencia Atlética		Apariencia Física		Competencia Laboral		Interés Romántico		Actitud de Comportamiento		Amistades Cercanas		Prom Docent								
			1	9 Prom	2	10 Prom	3	11 Prom	4	12 Prom	5	13 Prom	6	14 Prom	7	15 Prom	8	16 Prom									
1 BERNAL OSORIO JUAN JOSE	M	9A	3	3	3,0	2	3	2,5	3	2	2,5	3	3	3,0	2	1	1,5	3	4	3,5	4	1	2,5	3	2	2,5	2,6
2 JUAN CAMILO BONILLA BRAVO	F	9A	3	3	3,0	4	3	3,5	3	2	2,5	1	1	1,0	1	1	1,0	1	2	1,5	2	1	1,5	1	2	1,5	1,9
3 ROBINSON KEINER CARDONA ANGULO	M	9A	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	2	1	1,5	1	2	1,5	1,6
4 JUAN DAVID ERAZO PARRA	M	9A	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
5 ESTEFANI ESCOBAR TALAGA	M	9A	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
6 YARLEN DAVID GOMEZ LUCUMI	M	9A	3	1	2,0	4	1	2,5	1	2	1,5	1	1	1,0	2	1	1,5	1	4	2,5	2	1	1,5	1	2	1,5	1,8
7 BAYRON ANDRES HERRERA HERNANDEZ	F	9A	3	1	2,0	4	3	3,5	1	2	1,5	3	3	3,0	2	1	1,5	3	2	2,5	2	1	1,5	1	2	1,5	2,1
8 YEIMILEE HERRERA MARULANDA	M	9A	3	1	2,0	3	3	3,0	1	2	1,5	3	3	3,0	2	2	2,0	3	2	2,5	2	1	1,5	2	2	2,0	2,2
9 JEYLLING HOLGUIN MARULANDA	M	9A	4	3	3,5	3	3	3,0	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	2,1
10 JUAN JOSE LUCUMI LUCUMI	M	9A	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	4	3	3,5	1	4	2,5	4	3	3,5	1	2	1,5	2,3
11 SHERIL YASMIN MAMIAN ESCOBAR	F	9A	3	1	2,0	3	3	3,0	1	4	2,5	3	3	3,0	4	1	2,5	3	4	3,5	2	1	1,5	1	2	1,5	2,4
12 ESTEFANIA MORENO LOPEZ	M	9A	3	3	3,0	2	3	2,5	1	4	2,5	3	3	3,0	2	1	1,5	3	3	3,0	3	4	3,5	2	3	2,5	2,7
13 VALERY PADILLA MANCHOLA	M	9A	3	3	3,0	3	3	3,0	1	3	2,0	3	3	3,0	2	1	1,5	3	4	3,5	4	3	3,5	1	2	1,5	2,6
14 ANDRES CAMILO PIPICANO LOPEZ	F	9A	3	3	3,0	3	3	3,0	1	4	2,5	3	3	3,0	2	1	1,5	1	4	2,5	2	1	1,5	1	2	1,5	2,3
15 CRISTIAN FELIPE PRIETO CIFUENTES	M	9A	3	3	3,0	4	3	3,5	1	4	2,5	3	3	3,0	2	1	1,5	1	4	2,5	2	1	1,5	1	2	1,5	2,4
16 MARLON ALEJANDRO RAMIREZ CALLEIAS	F	9A	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
17 JUAN JOSE RAMIREZ LONDOÑO	F	9A	3	1	2,0	3	3	3,0	1	4	2,5	3	3	3,0	2	1	1,5	3	4	3,5	2	1	1,5	1	2	1,5	2,3
18 LAURA SOFIA RODRIGUEZ CARDONA	F	9A	3	3	3,0	2	1	1,5	1	3	2,0	1	1	1,0	4	1	2,5	1	4	2,5	4	4	4,0	1	1	1,0	2,2
19 JUAN MIGUEL RUIZ RAMIREZ	F	9A	3	1	2,0	3	3	3,0	3	2	2,5	3	1	2,0	2	1	1,5	3	2	2,5	2	1	1,5	1	2	1,5	2,1
20 JUAN DAVID SERNA RIOS	F	9A	3	1	2,0	3	1	2,0	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	2	1	1,5	1	2	1,5	1,6
21 VALENTINA VELASQUEZ OCAMPO	M	9A	3	1	2,0	2	1	1,5	3	2	2,5	1	1	1,0	2	1	1,5	2	2	2,0	4	1	2,5	1	2	1,5	1,8
22 ESTEBAN VELEZ RAMIREZ	F	9A	3	3	3,0	2	3	2,5	3	2	2,5	3	3	3,0	2	1	1,5	3	4	3,5	4	1	2,5	3	2	2,5	2,6
23 EMILY ROXANA VERA GARCES	M	9A	3	3	3,0	4	3	3,5	3	2	2,5	1	1	1,0	1	1	1,0	1	2	1,5	2	1	1,5	1	2	1,5	1,9
					2,5			2,0			2,5			2,0			1,5			2,8			2,5			2,0	2,2
					62,5			50			62,5			50,0			37,5			68,75			62,5			50	55,5

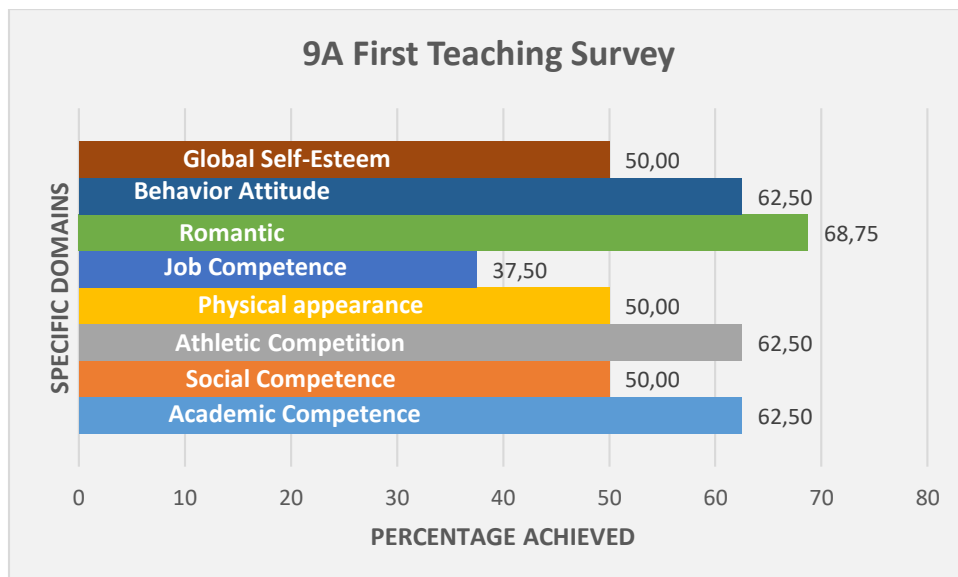
Grade 9A

Stage	Number from students	Percentage Students	Average Surveys	Percentage Surveys
Initial	23	100%		
First Survey	23	100%	2.20	55.50%
Second Survey	23	100%	3.50	87.50%

In this first measurement we were able to identify each of the competencies evaluated in the first self-perception test by the Teachers of the members of Grade 9A on a scale from 1 to 4 through the overall average of the Program for each competency.



Performing an analysis of the first test, it is found that the competencies of Romantic Interest, Academic, Athletic and Behavioral Attitude have the highest performances, while the competencies of Work, Physical, Social and Global Appearance are the performance with the lowest performance.



The percentages for the Romantic Interest, Academic, Athletic, and Behavioral Attitude competencies define 68.75% and 62.50% of the test. While the Labor, Physical, Social and Global Appearance competencies had performances of 37.50% and 50.00%.

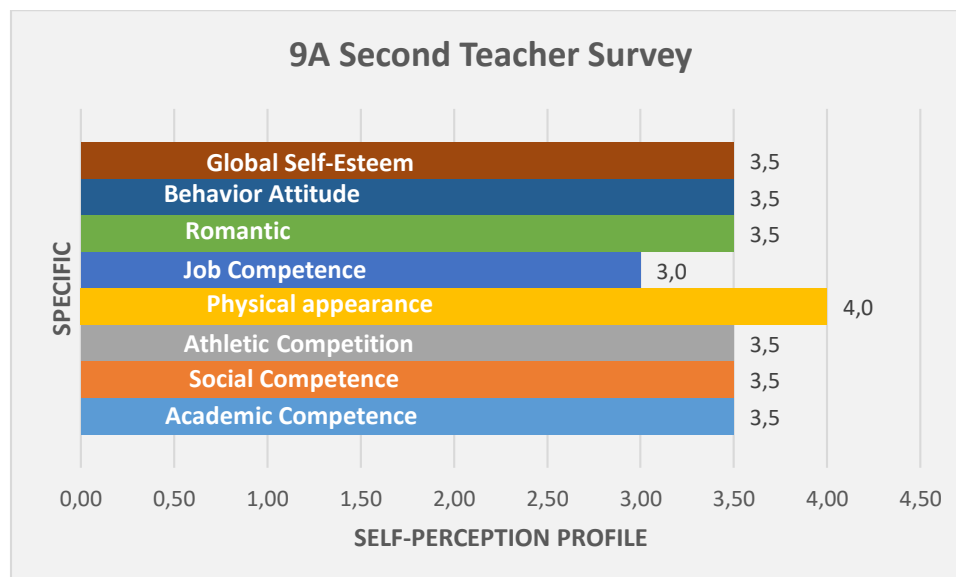
Survey 2 9A

Below are the results obtained in the second measurement of the Teachers' self-perception test where, like the previous test, we can analyze the individual and group results of Grade 9A. Comparisons are made in the measurements between the first test and the second on a personal and collective basis.

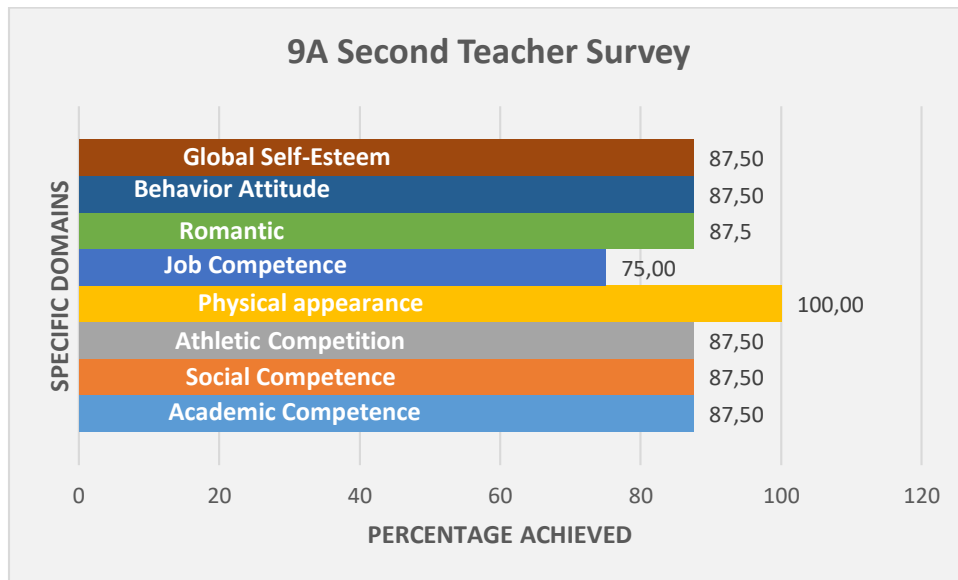
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Nombre	Sexo	Grado	Competencia Académica			Competencia Social			Competencia Atlética			Apariencia Física		Competencia Laboral		Interés Romántico		Actitud de Comportamiento		Amistades Cercanas		Prom Docentes					
			1	9 Prom	2	10 Prom	3	11 Prom	4	12 Prom	5	13 Prom	6	14 Prom	7	15 Prom	8	16 Prom									
1 BERNAL OSORIO JUAN JOSE	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
2 JUAN CAMILO BONILLA BRAVO	F	9A	4	4	4,0	3	3	3,0	3	3	3,0	4	4	4,0	2	4	3,0	3	4	3,5	4	4	4,0	3	4	3,5	3,5
3 ROBINSON KEINER CARDONA ANGULO	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
4 JUAN DAVID ERAZO PARRA	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
5 ESTEFANI ESCOBAR TALAGA	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
6 YARLEN DAVID GOMEZ LUCUMI	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
7 BAYRON ANDRES HERRERA HERNANDEZ	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
8 YEIMILEE HERRERA MARULANDA	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
9 JEWLING HOLGUIN MARULANDA	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
10 JUAN JOSE LUCUMI LUCUMI	M	9A	3	3	3,0	2	3	2,5	4	4	4,0	1	1	1,0	4	3	3,5	1	4	2,5	4	3	3,5	1	2	1,5	2,7
11 SHERILY YASMIN MAMIAN ESCOBAR	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
12 ESTEFANIA MORENO LOPEZ	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
13 VALERY PADILLA MANCHOLA	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
14 ANDRES CAMILLO PIPICANO LOPEZ	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
15 CRISTIAN FELIPE PRIETO CIFUENTES	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
16 MARLON ALEJANDRO RAMIREZ CALLEJAS	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
17 JUAN JOSE RAMIREZ LONDOÑO	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
18 LAURA SOFIA RODRIGUEZ CARDONA	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
19 JUAN MIGUEL RUIZ RAMIREZ	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
20 JUAN DAVID SERNA RIOS	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
21 VALENTINA VELASQUEZ OCAMPO	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
22 ESTEBAN VELEZ RAMIREZ	F	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
23 EMILY ROXANA VERA GARCES	M	9A	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
					3,5			3,5			3,5			4,0			3,0			3,5			3,5			3,5	3,5
					87,5			87,5			87,5			100,0			75,0			87,5			87,5			87,5	87,5

In this second measurement, each of the competencies evaluated in the final Teacher self-perception test could be identified on a scale from 1 to 4 through the overall average of Grade 9A for each competency.

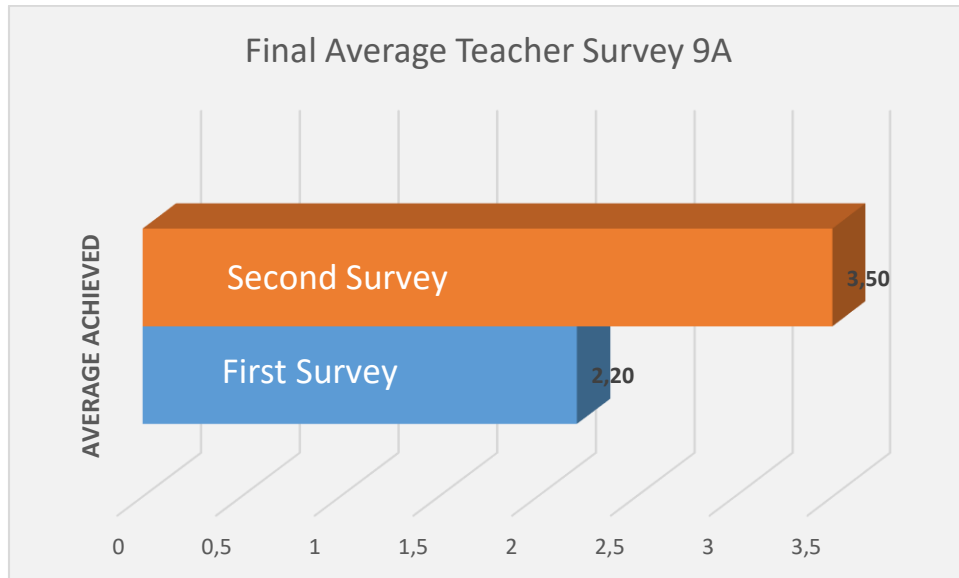


Performing an analysis of the second test, it is found that the Physical Appearance competency has the highest performance, while the Work competency has the lowest performance.

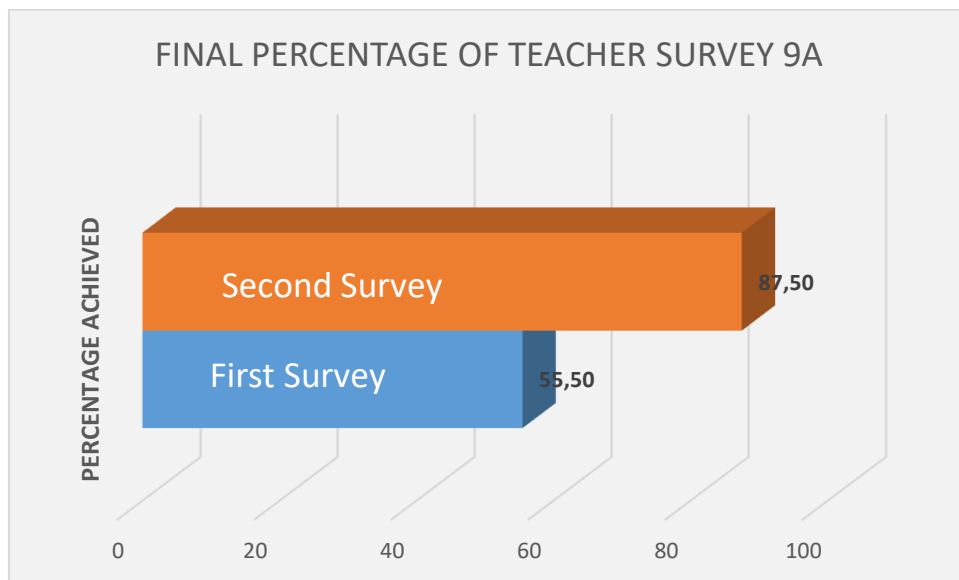


The percentages for the Physical Appearance competencies define 100% of the test. While Labor had a performance of 75.00%.

In this graph you can discern the results obtained in the two surveys carried out by the Teachers to Group 9A on a scale of 1 to 4, evaluated in the final average of each of the competencies.



For the first measurement of the Teachers we obtained a score of 2.20 in the general average of each of the competencies and in the second measurement we found an average of 3.50 on a scale of 1 to 4.



For the first measurement we obtained a percentage of 55.50% in the general average of each of the competencies and in the second measurement we found a percentage of 87.50% on a scale from 1 to 100%.

CONTROL TEACHING GROUP 9A

Survey 1 Teachers Control Group 9A (Thinking 2B)

In the following table we can show each of the answers offered by the Teachers to each of the members of the “Thinking 2B” control group to the questions posed in the self-perception profile for adolescents. Likewise, each question has been evaluated and integrated into each of the evaluated competencies where we will finally have a rating of the average of each of them on a scale from 1 to 4.

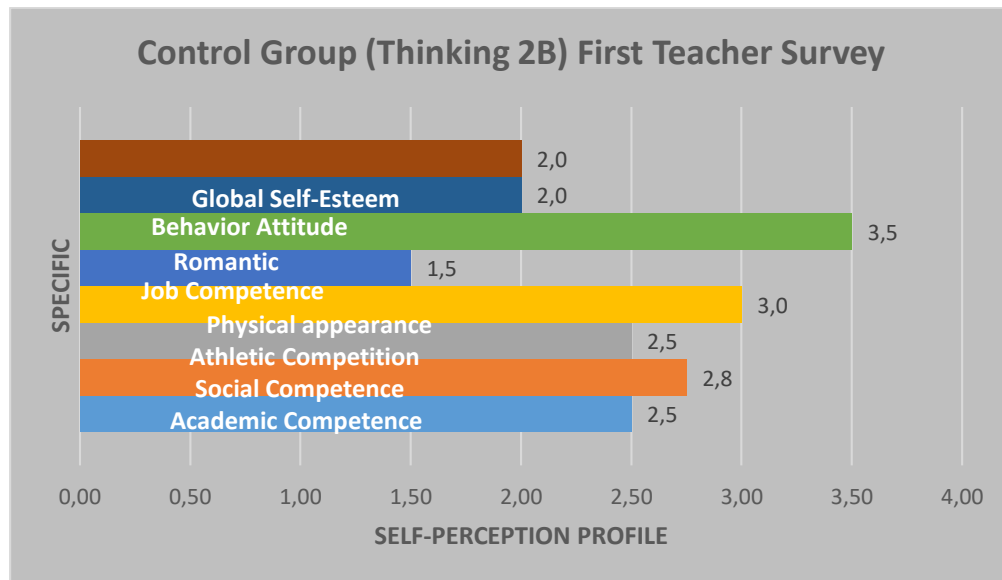
As in Grade 9A, the self-perception test will be analyzed, evaluating its competencies through its questions.

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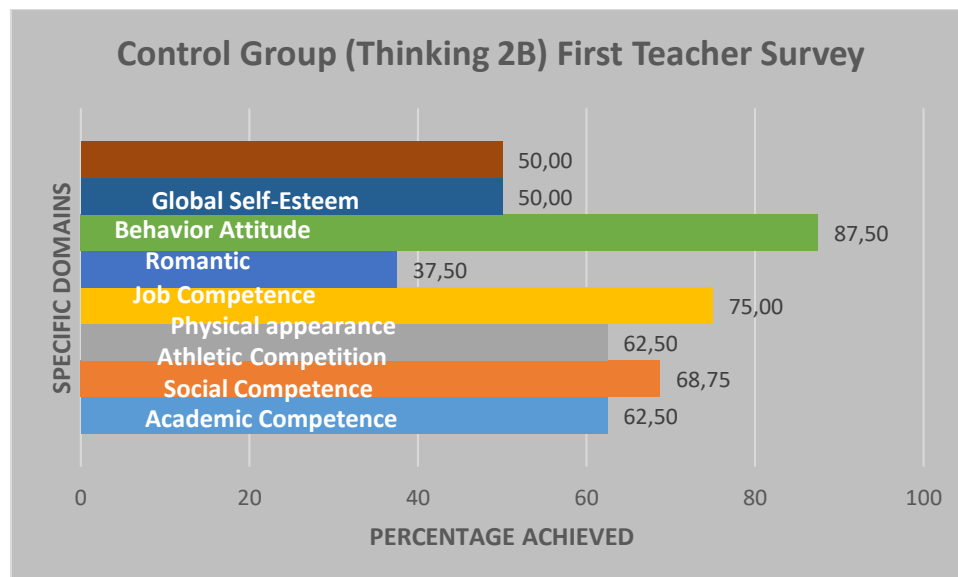
Nombre	Sexo	Grado	Competencia Academica			Competencia Social			Competencia Atletica			Apariencia Fisica			Competencia Laboral			Interés Romántico			Actitud de Comportamiento			Amistades Cercanas			Prom I
			1	9 Prom		2	10 Prom	3	11 Prom	4	12 Prom	5	13 Prom	6	14 Prom	7	15 Prom	8	16 Prom								
1 BETANCUR JUAN JOSE	M	Pensar 2B	3	3	3,0	2	3	2,5	3	2	2,5	3	3	3,0	2	1	1,5	3	4	3,5	4	1	2,5	3	2	2,5	2,6
2 CALDERON MORALES EIMY JUJANA	F	Pensar 2B	3	3	3,0	4	3	3,5	3	2	2,5	1	1	1,0	1	1	1,0	1	2	1,5	2	1	1,5	1	2	1,5	1,9
3 CAÑAS GARCIA LLEY	M	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	2	1	1,5	1	2	1,5	1,6
4 CASTAÑEDA SANCHEZ ROMAIRO	M	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
5 CHAVARRIAGA CHAVARRIAGA MIGUEL ANGEL	M	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
6 CORREA ZULETA LUIS ALEJANDRO	M	Pensar 2B	3	1	2,0	4	1	2,5	1	2	1,5	1	1	1,0	2	1	1,5	1	4	2,5	2	1	1,5	1	2	1,5	1,8
7 DIAZ MUÑOZ YESSICA ALEXANDRA	F	Pensar 2B	3	1	2,0	4	3	3,5	1	2	1,5	3	3	3,0	2	1	1,5	3	2	2,5	2	1	1,5	1	2	1,5	2,1
8 DIAZ PIEDRAHITA MANUEL	M	Pensar 2B	3	1	2,0	3	3	3,0	1	2	1,5	3	3	3,0	2	2	2,0	3	2	2,5	2	1	1,5	2	2	2,0	2,2
9 GALLEGO MURIEL CARLOS JAVIER	M	Pensar 2B	4	3	3,5	3	3	3,0	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	2,1
10 GARCIA JUAN SEBASTIAN	M	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	4	3	3,5	1	4	2,5	4	3	3,5	1	2	1,5	2,3
11 JARAMILLO ARIAS ADRIANA	F	Pensar 2B	3	1	2,0	3	3	3,0	1	4	2,5	3	3	3,0	4	1	2,5	3	4	3,5	2	1	1,5	1	2	1,5	2,4
12 JARAMILLO GALINDEZ LUCAS	M	Pensar 2B	3	3	3,0	2	3	2,5	1	4	2,5	3	3	3,0	2	1	1,5	3	3	3,0	3	4	3,5	2	3	2,5	2,7
13 LEON CEBALLOS BRAHIAN	M	Pensar 2B	3	3	3,0	3	3	3,0	1	3	2,0	3	3	3,0	2	1	1,5	3	4	3,5	4	3	3,5	1	2	1,5	2,6
14 LIRA MARIN OBERLYS YULIMAR	F	Pensar 2B	3	3	3,0	3	3	3,0	1	4	2,5	3	3	3,0	2	1	1,5	1	4	2,5	2	1	1,5	1	2	1,5	2,3
15 LOAIZA DUQUE ARLISON JEOVANY	M	Pensar 2B	3	3	3,0	4	3	3,5	1	4	2,5	3	3	3,0	2	1	1,5	1	4	2,5	2	1	1,5	1	2	1,5	2,4
16 LOPEZ BUITRAGO MARIANA	F	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
17 MOLINA LOAIZA KAREN VANESA	F	Pensar 2B	3	1	2,0	3	3	3,0	1	4	2,5	3	3	3,0	2	1	1,5	3	4	3,5	2	1	1,5	1	2	1,5	2,3
18 MOLINA QUISOBOVY KAROL	F	Pensar 2B	3	3	3,0	2	1	1,5	1	3	2,0	1	1	1,0	4	1	2,5	1	4	2,5	4	4	4,0	1	1	1,0	2,2
19 MOLINA SOUSA LUISA FERNANDA	F	Pensar 2B	3	1	2,0	3	3	3,0	3	2	2,5	3	1	2,0	2	1	1,5	3	2	2,5	2	1	1,5	1	2	1,5	2,1
20 PAYAN GONZALEZ ANGELA LUCETH	F	Pensar 2B	3	1	2,0	3	1	2,0	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	2	1	1,5	1	2	1,5	1,6
21 PRIETO RIOS DANIEL ALEJANDRO	M	Pensar 2B	3	1	2,0	2	1	1,5	3	2	2,5	1	1	1,0	2	1	1,5	2	2	2,0	4	1	2,5	1	2	1,5	1,8
22 RAMIREZ ARIZA LAURA SOFIA	F	Pensar 2B	3	3	3,0	2	3	2,5	3	2	2,5	3	3	3,0	2	1	1,5	3	4	3,5	4	1	2,5	3	2	2,5	2,6
23 RIOS TABORDA NICOLAS	M	Pensar 2B	3	3	3,0	4	3	3,5	3	2	2,5	1	1	1,0	1	1	1,0	1	2	1,5	2	1	1,5	1	2	1,5	1,9
24 RODRIGUEZ MEJIA RONALD SANTIAGO	M	Pensar 2B	3	1	2,0	3	3	3,0	1	4	2,5	3	3	3,0	4	1	2,5	3	4	3,5	2	1	1,5	1	2	1,5	2,4
25 SANCHEZ RAMIREZ THOMAS	M	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
26 SANCHEZ RESTREPO ALEJANDRO	M	Pensar 2B	3	3	3,0	3	3	3,0	1	3	2,0	3	3	3,0	2	1	1,5	3	4	3,5	4	3	3,5	1	2	1,5	2,6
27 VARELA OSPINA GERALDINE ALEJANDRA	F	Pensar 2B	3	3	3,0	2	1	1,5	1	2	1,5	1	1	1,0	2	1	1,5	1	2	1,5	4	3	3,5	1	2	1,5	1,9
28 VARGAS HERNANDEZ JUAN CAMILO	M	Pensar 2B	3	1	2,0	3	3	3,0	1	4	2,5	3	3	3,0	2	1	1,5	3	4	3,5	2	1	1,5	1	2	1,5	2,3
					2,5			2,8			2,5			3,0			1,5			3,5			2,0			2,0	2,5
					62,5			68,75			62,5			75,0			37,5			87,5			50			50	61,7

Stage	Number from students	Percentage Students	Average Surveys	Percentage Surveys
Initial	28	100%		
First Survey	28	100%	2.5	61.70%
Second Survey	28	100%	3.5	87.50%

In this first measurement, each of the competencies evaluated by the Teachers in our first self-perception test was identified on a scale from 1 to 4 through the general average of the control group “Thinking 2B” for each competency.



Performing an analysis of the first test, we found that the Romantic Interest and Physical Appearance competencies have the highest performance, while the Work Competencies, Global Self-Esteem, and Behavioral Attitude have the lowest performance.



The percentages for the Romantic Interest and Physical Appearance competencies are 87.50% and 75.00% of the test. While the Labor, Global Self-Esteem and Behavioral Attitude competencies had the lowest performances 37.50% and 50.00%.

Survey 2 Teachers Control Group 9A (Thinking 2B)

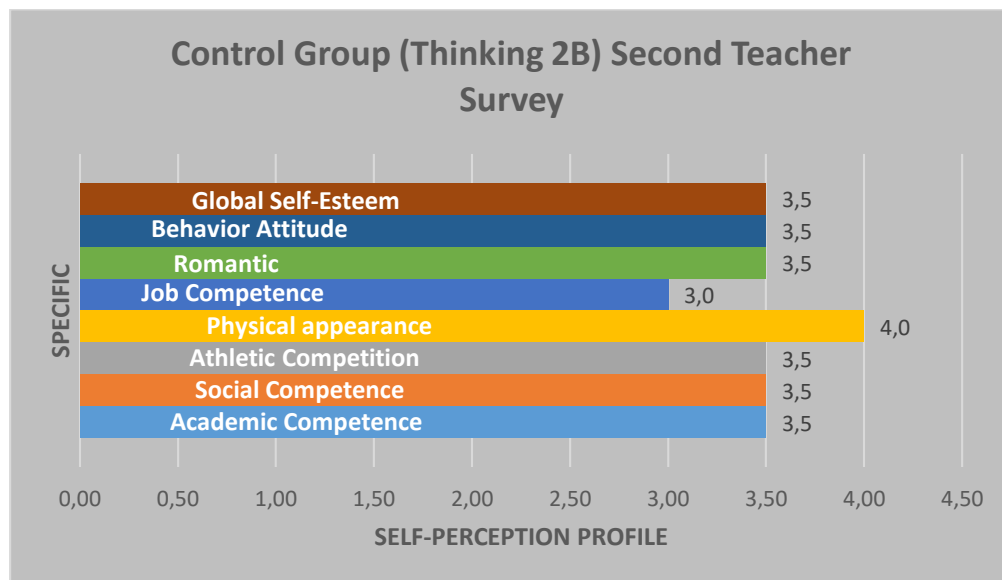
Below are the results obtained in the second measurement of the Teachers' self-perception test where, like the previous test, we can analyze the individual and group

results of the control group “Thinking 2B” and Grade 9A, in addition to making comparisons in the measurements between the first test and the second personally and collectively.

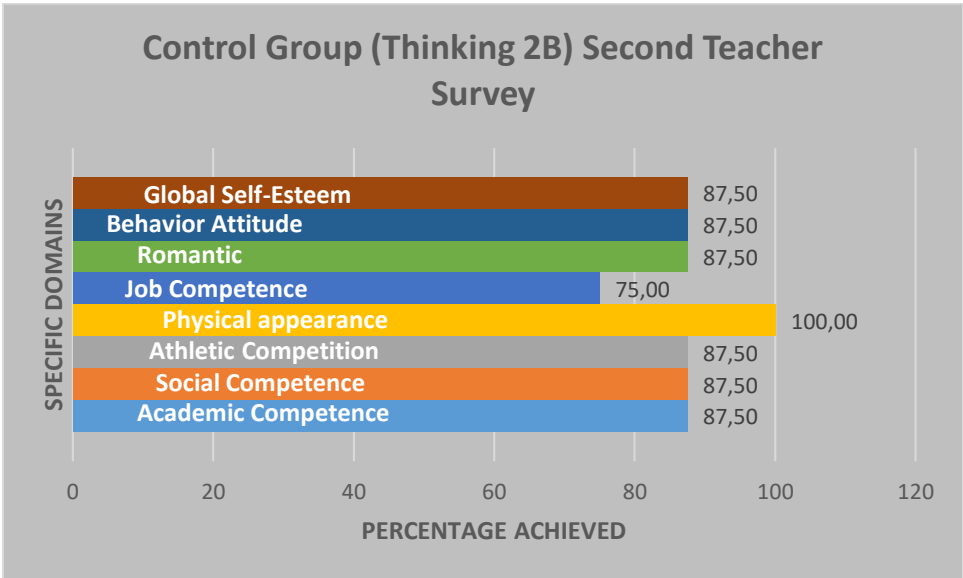
(To open this box double click)

Nombre	Sexo	Grado	Competencia Académica		Competencia Social		Competencia Atlética		Apariencia Física		Competencia Laboral		Interés Romántico		Actitud de Comportamiento		Amistades Cercanas		Prom								
			1	9 Prom	2	10 Prom	3	11 Prom	4	12 Prom	5	13 Prom	6	14 Prom	7	15 Prom	8	16 Prom									
1 BETANCUR JUAN JOSE	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
2 CALDERON MORALES EIMY JULIANA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
3 CAÑAS GARCIA LLEY	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
4 CASTAÑEDA SANCHEZ ROMAIRO	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
5 CHAVARRIAGA CHAVARRIAGA MIGUEL ANGEL	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
6 CORREA ZULETA LUIS ALEJANDRO	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
7 DIAZ MUÑOZ YESSICA ALEXANDRA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
8 DIAZ PIEDRAHITA MANUEL	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
9 GALLEGO MURIEL CARLOS JAVIER	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
10 GARCIA JUAN SEBASTIAN	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
11 JARAMILLO ARIAS ADRIANA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
12 JARAMILLO GALINDEZ LUCAS	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
13 LEON CEBALLOS BRAHIAN	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
14 LIRA MARIN OBERLYS YULIUMAR	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
15 LOAIZA DUQUE ARLISON JEOIVANY	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
16 LOPEZ BUITRAGO MARIANA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
17 MOLINA LOAIZA KAREN VANESA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
18 MOLINA QUISOBONY KAROL	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
19 MOLINA SOUSA LUISA FERNANDA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
20 PAYAN GONZALEZ ANGELA LICETH	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
21 PRIETO RIOS DANIEL ALEJANDRO	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
22 RAMIREZ ARIZA LAURA SOFIA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
23 RIOS TABORDA NICOLAS	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
24 RODRIGUEZ MEJIA RONALD SANTIAGO	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
25 SANCHEZ RAMIREZ THOMAS	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
26 SANCHEZ RESTREPO ALEJANDRO	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
27 VARELA OSPINA GERALDINE ALEJANDRA	F	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
28 VARGAS HERNANDEZ JUAN CAMILO	M	Pensar 2B	3	4	3,5	3	4	3,5	4	3	3,5	4	4	4,0	2	4	3,0	3	4	3,5	4	3	3,5	3	4	3,5	3,5
					3,5			3,5			3,5			4,0			3,0			3,5			3,5			3,5	3,5
					87,5			87,5			87,5			100,0			75,0			87,5			87,5			87,5	87,5

In this second measurement, each of the competencies evaluated by the teacher in the final self-perception test was identified on a scale from 1 to 4 through the general average of the “Thinking 2B” control group for each competency.

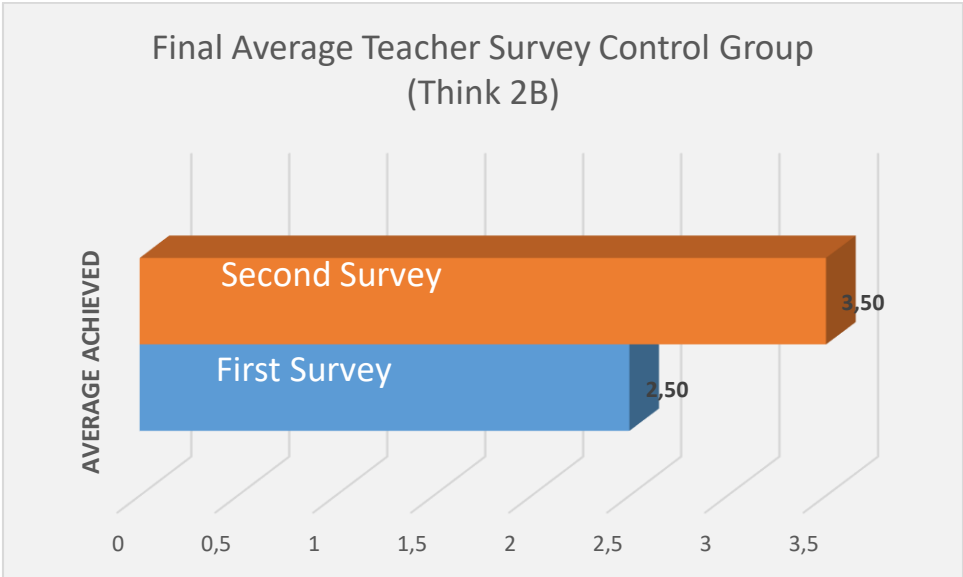


Performing an analysis of the second test we found that the Physical competence has the highest performance, while the Labor competence has the lowest performance.

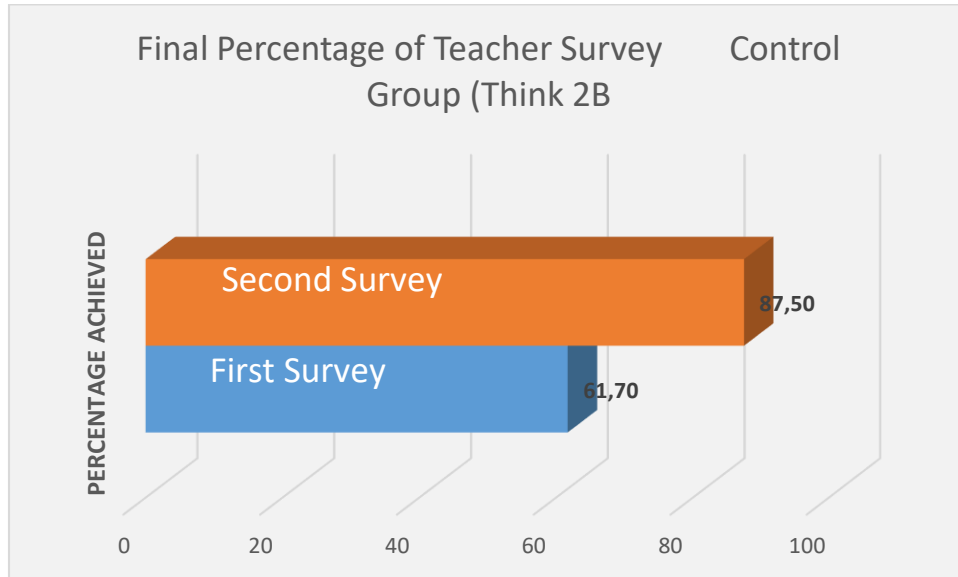


The percentage for the Physical competition defines 100.00% of the test. While the Labor competition had a performance of 75.00%.

In this graph we can discern the results obtained in the two surveys carried out by the Teachers to the control group "Thinking 2B" on a scale from 1 to 4, evaluated in the final average of each of the competencies.

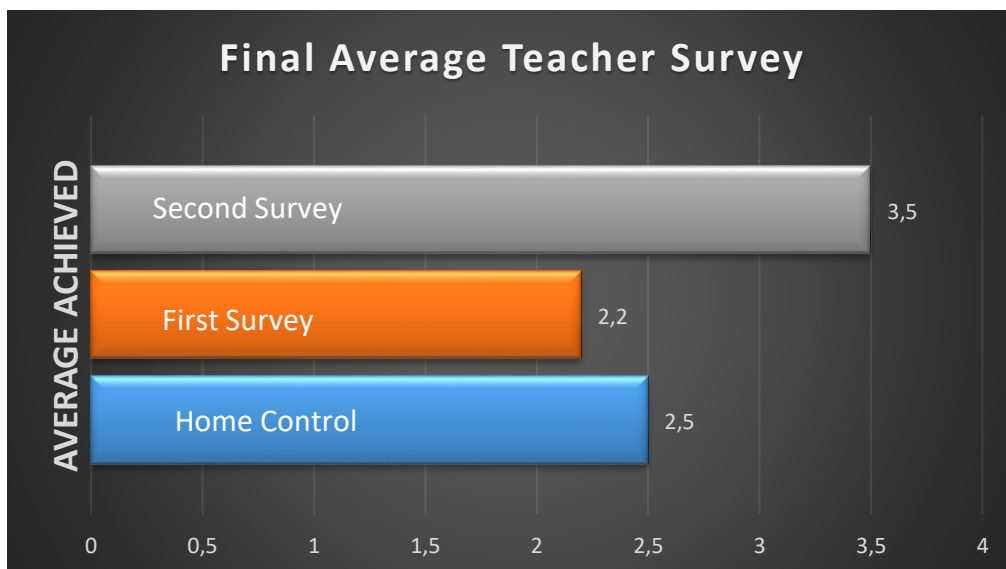


For the first measurement we obtained a score of 2.50 in the general average of each of the competencies and in the second measurement we found an average of 3.50 on a scale from 1 to 4.

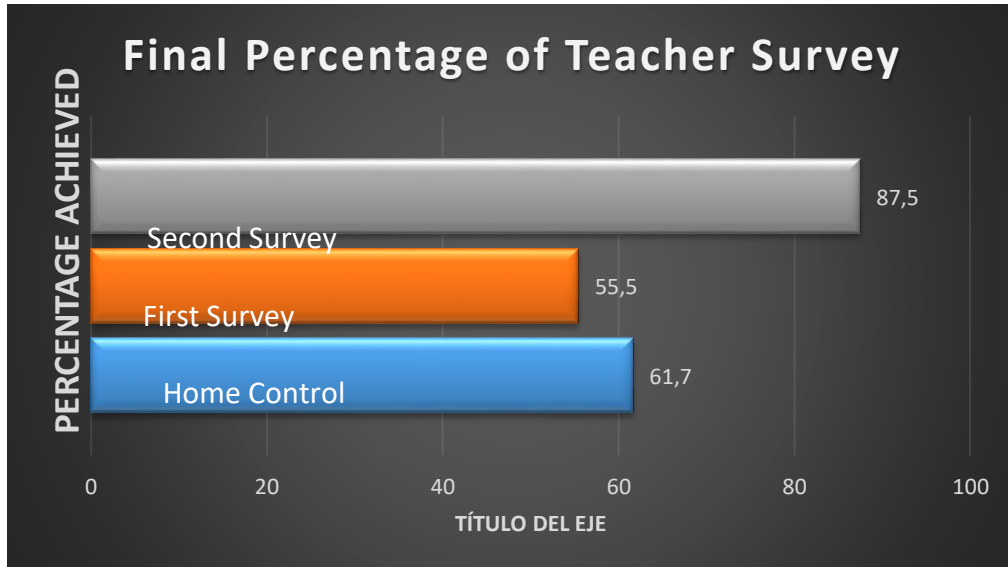


For the first measurement we obtained a percentage of 61.70% in the general average of each of the competencies and in the second measurement we found a percentage of 87.50% on a scale from 1 to 100%.

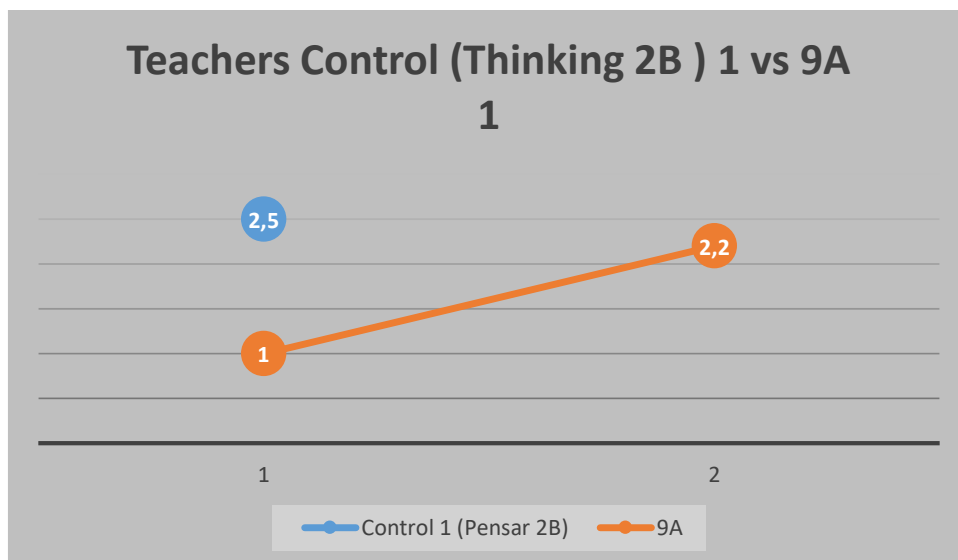
TEACHING MEASUREMENTS



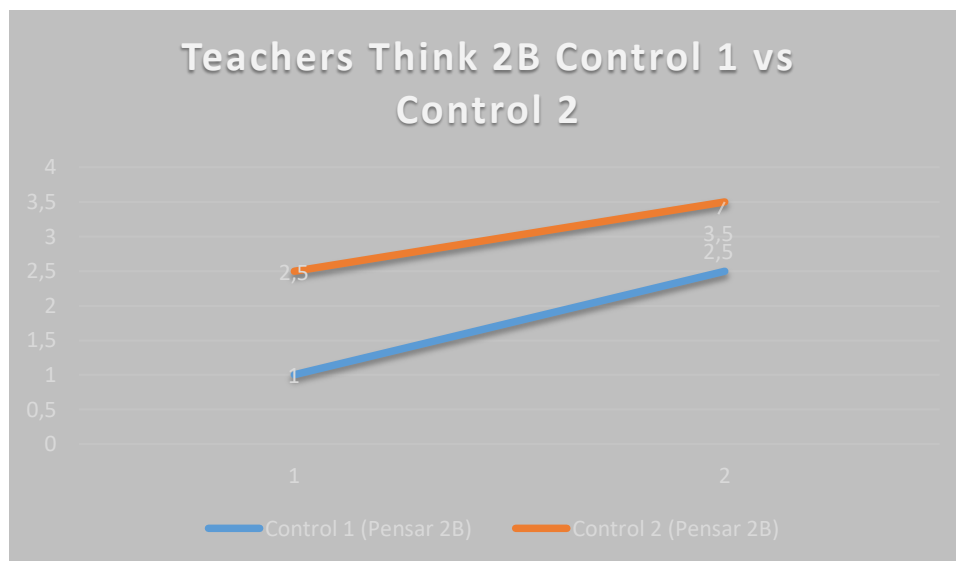
We can see the averages obtained by the Grade 9A Teachers in the average of the two tests carried out with the result of the average of the first test applied by the Teachers of the control group “Thinking 2B” on a scale from 1 to 4.



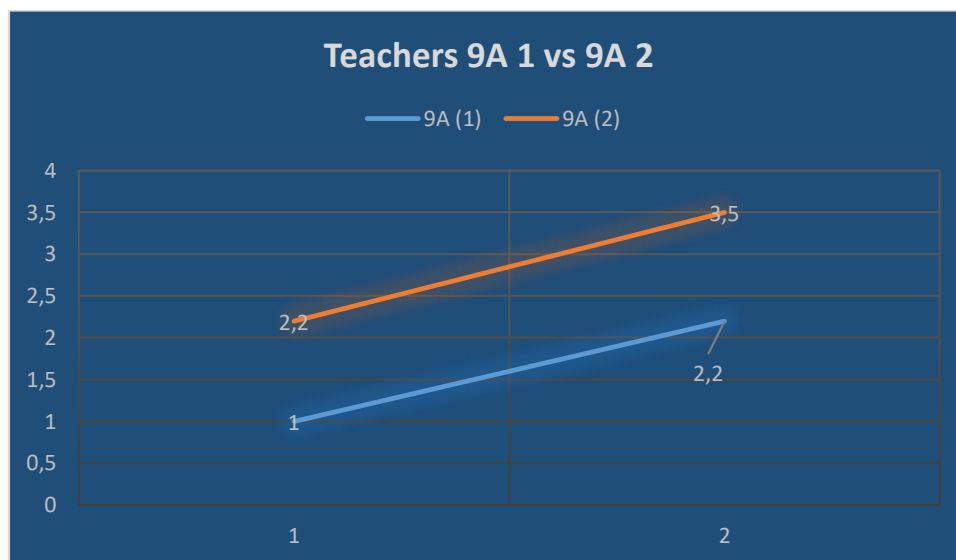
Likewise, we can discern the performance of the percentages obtained in the two tests by Grade 9A with the percentage of the first test carried out by the Teachers of the control group “Thinking 2B” on a scale from 1% to 100%.



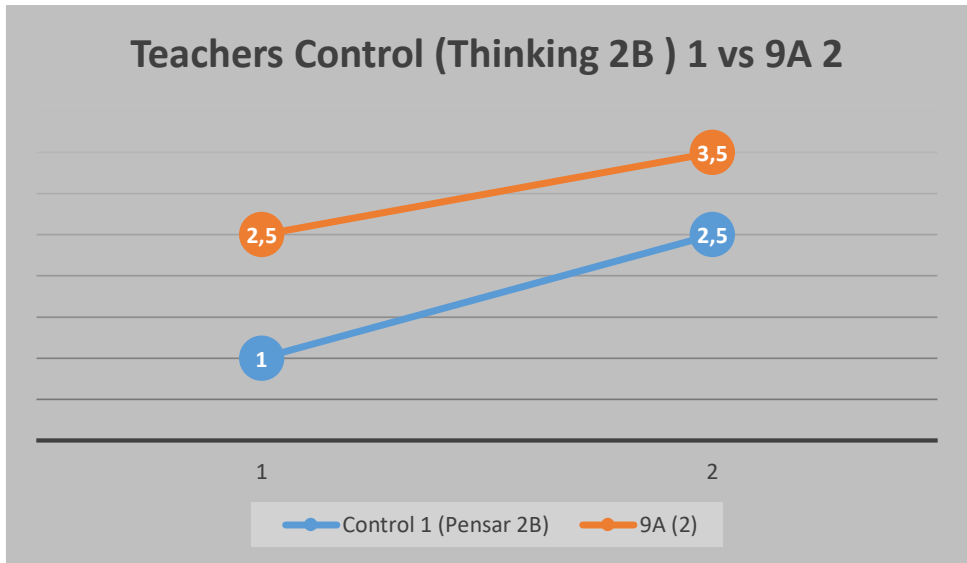
In this graph we can see the average of the results obtained in the first survey of the Teachers in the control group (Thinking 2B) and Grade 9A.



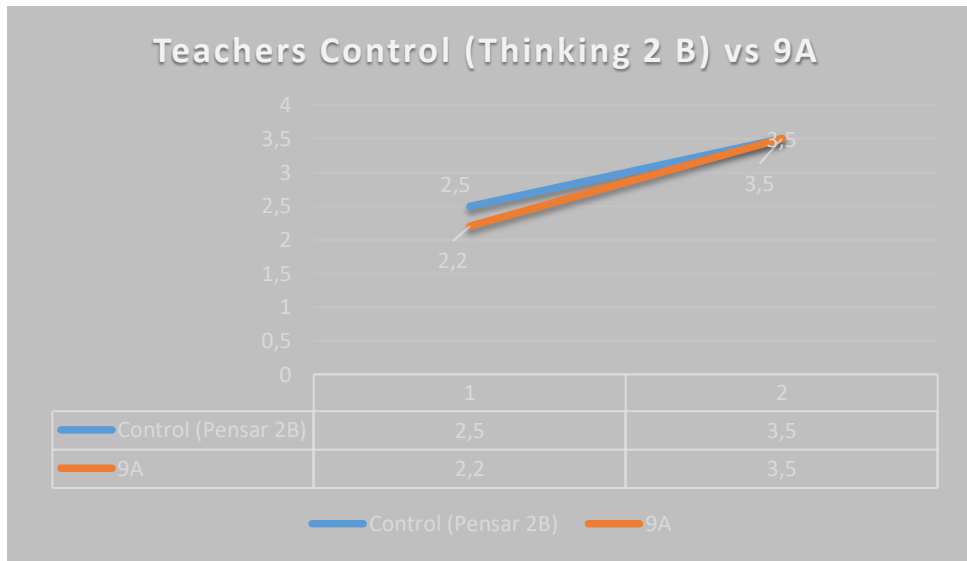
In this graph we can contrast the results of the averages of the two surveys carried out by the Teachers to the control group "Thinking 2B". Where we can see a decrease with respect to the initial results.



In this graph, the contrast of the results of the averages of the two surveys carried out by the Teachers of Grade 9A is made, where growth is evident as a result of the process carried out in human-centered education.



The previous graph compares the average of the results obtained by the first survey of Teachers of the control group (Think 2B) with the average of the final results of Teachers of Grade 9A where growth is evident as a result of the methodology applied in the program.



The previous graph shows the results of the averages carried out from the two surveys carried out on the Teachers in Grade 9A and their control group “Thinking 2B”.