Some of our projects...
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In 2016, the national government of Argentina approved the National Plan for Early Childhood, a tool to guarantee the integral development and the promotion and protection of children's rights, from 45 days to four years old that live in vulnerable environments.

Public policies aimed at early childhood have focused on expanding the coverage of Early Childhood Spaces (EPI, for its Spanish translation “Espacio de Primera Infancia”) in urban and suburban areas. However, it is essential to also meet the needs of rural early childhood to guarantee equity in access to opportunities for physical, cognitive and socio-emotional development for all Argentine children.

Throughout 2017, we carried out a feasibility study for the implementation of early childhood spaces in rural environments. The objective was to evaluate if Argentine rural communities met minimum standards for the installation of an EPI and if they were viable in terms of demand. We developed a feasibility model based on rigorous quantitative and qualitative criteria and conducted a massive, sequenced survey of 759 rural communities in 22 provinces across the country.

We identified 109 communities with significant potential demand, favorable socio-community conditions, and technical adaptation of one or more spaces for the installation of a rural EPI. For each and every one of the studied communities, we provided statistics focused on infrastructure and equipment indicators, socio-community indicators, disaggregated census indicators, and geospatial data, using both primary and secondary sources.

EPI Rural

www.fundacionbyb.org/espacios-primera-infancia-rural
The value of play is recognized by basic research and public policies as a tool to enhance the cognitive and social-emotional development of children. All children are born with a natural predisposition to play. However, in deprived urban areas, factors such as lack of physical space, lack of time and parental motivation, as well as the presence of environmental stressors, threaten the real opportunities for children to play. According to the Argentine Social Debt Observatory, around 40% of children from 0 to 4 years of age live in a situation of vulnerability in terms of intellectual and emotional stimulation. These numbers are relatively higher among those children who live in slums, and who belong to a low or very low socio-economic stratum.

We are interested in promoting the habit of shared play between the adult in charge of the child and the child, generating transferable evidence in the field of public policy.

Together with GES Civil Association, we are developing a modern and healthy recreational space in a vulnerable neighborhood of the City of Buenos Aires, where children share quality time with the adults and, in return, they develop different skills related with language, the capacity for abstract representation, and metacognitive and self-regulation skills.
Fenomenautas

www.fundacionbyb.org/ fenomenautas

Fenomenautas is a platform of educational and scientific resources for teachers of different levels and disciplines. It consists of complete didactic sequences, individual classes and short proposals that put students in direct contact with the phenomena. For example, it contains experiments or experiences that the teacher can guide or show in the classroom with “proxies” or substitutes of those phenomena, in various formats and media.

The site, designed and carried out by Fundación Bunge y Born and by Expedición Ciencia, is open to the entire educational community: http://www.fenomenautas.org/
Vektor Project

In 2019, we set out to design a cognitive-mathematical training program based on mobile technology applications. We analyzed more than 50 technological applications developed in Argentina and abroad, and decided to move forward with Vektor®, an application designed in Sweden by neuroscientists and game developers from Cognition Matters Foundation.

The project consisted of bringing a training program based on Vektor®, a playful technological application designed to promote mathematical and cognitive skills to primary-level students, to 80 rural schools in Entre Ríos, a province of Argentina.

It is an easy-to-use tool that requires partial or no Internet connectivity. Its infrastructure is simple and inexpensive, does not require prior technological knowledge and allows the student to learn autonomously in the classroom. Its high degree of curricular compatibility, the inexistence of language barriers and its adaptability to different ages and levels of learning, make Vektor® a functional resource for the Argentine rural school.

Over 1900 children participated, of whom 1380 performed exercises at the beginning and at the end of the intervention, within the framework of a methodology that allowed us to study the educational impact of the program with scientific rigor. We found that, at the end of a 10-week period of use, rural school students using Vektor® improved 54% more in math skills, and 42% more in visuospatial skills, than those who did not play the game.