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Taking ownership when working within a Foundation from home.

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“Success is the sum of small efforts, repeated day-in and day-out”

Robert Collier

First of all, I would like to thank God who has held my hand and been with me in every step I have undertaken.

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Introduction

Dear reader, this business report contains the meaningful and gratifying experience of a foreign language student from the University of Cartagena, who took her first steps in the professional field through her internship for a period of eight months with the wonderful foundation known as Conviventia.

In addition, you will read about my duties during my time at this foundation, where I put into practice the knowledge I acquired in the academic years of my university studies. I was able to gain additional skills and knowledge by carrying out the tasks and duties that I was assigned. I learned about their processes, and the projects they offer and perform on a daily basis to help the integral growth and development of children, youth, families and communities around the country. Through small and continuous actions, they have created monumental changes.

Finally, in this document you will learn about my performance facing unexpected situations, challenges, and issues that arose along the path, and how I dealt with them, by providing feasible solutions with the monitoring of my immediate supervisor.

Objective

The main objective is to show how I developed a successful action plan to improve the tasks I was assigned within the internship. This was accomplished due to the proper use of different tools that helped me find adequate solutions to the various problems I faced throughout my time as an intern at the foundation.

In addition, I will highlight the knowledge that I acquired during this stage.

Context and Expectations

Conviventia is a non-profit foundation. The main office is located at Carrera 8 #2 - 72 Bogotá, Colombia. Through a wide range of programs focused on empowering people and generating sustainable transformation, Conviventia's projects strengthen the capacity of individuals, families, and communities to build a firm foundation for growth. The foundation works through projects that help pre-school, elementary, and secondary education which are carried out directly by the schools opened by the organization called Dios es Amor (God is Love). They are located in impoverished areas of Cartagena (El Pozón), Barranquilla (Las Américas), Soacha (Altos de Cazucá), and Bogotá (Lucero Alto). Also, this project for education works in the Community Development Center in Las Cruces (Bogotá) and through the alliance with four public and private educational institutions in Riohacha and Manaure (Guajira). All projects are developed through financial resources provided by sponsors and donors, most of which are English-speaking foreigners.

The foundation's main purpose is to promote sustainable transformation processes in individuals, families, and communities facing poverty and vulnerability. They are recognized for the effectiveness and sustainability of their actions and positive impact in the communities in which they work. Their purpose is to extend a helping hand, witness transformation in the lives of hundreds of people, guide them to recover their dignity, and recognize their value and capacities.

The foundation originated in 1966 when two missionaries arrived in Colombia, focusing initially on evangelism. In 1978, they began to assist vulnerable children in Bogota. In 1992, more than 250 children in marginal areas of Bogota and Soacha received benefits from the Dios es Amor schools . In 1996, the youngest daughter of missionary and current director,

Missy Christie, established the Dios es Amor corporation. In 2001, this foundation extended its action to the Atlantic Coast, with projects focused on children, youth, family, and economic development. In 2016, The Dios es Amor Corporation commemorated 50 years of missionary work in Colombia and changed its name to Convivencia.

This foundation has qualified teams in all areas such as: a quality management system accredited under the ISO-9001:2015 standard, a functional organizational structure, an innovative knowledge management process, and an organizational culture oriented to continuous improvement, respect, and efficiency. My boss, Elizabeth Cañón, is the director of the International Sponsorship program, in which I perform most of my assignments. My supervisor, Pilar Morales, was in charge of designating and supervising the interns' tasks.

Several years ago, through an acquaintance, I heard about a foundation that helped low-income communities, families, and children in several cities across the country. An organization that works with international sponsorship. Due to this information, and what I found on social networks about Convivencia, the desire to be part of that organization was born inside of me.

Since I heard about this foundation, I have identified with its social reason, mission, and vision; therefore, I wanted to add my personal and professional life as soon as possible to this organization so that I will not miss such a wonderful opportunity. For me, the possibility of being part of an organization like this one was a desire both personal and professional. On a personal level, it has long been my passion to be a part of an organization that provides help to people in need. Therefore, I refer not only to financial needs but also education, emotional, and psychological support. This foundation provides this kind of help and being a part of it became a goal for me. On the other hand, as a professional, I was attracted to the fact that, in this

organization, close ties are maintained with people from abroad who have English as their first language, not only the sponsors, but some employees who are from the administrative positions or who represent the foundation in countries, such as the USA. In this, I saw a great opportunity to apply and put into practice a lot of my knowledge regarding the English language.

With this in mind, my aspirations to exercise my skills were reinforced while I was a part of this organization. Without a doubt, I could apply and improve my writing, listening, and speaking skills, learned from the English language. As soon as I realized that I could develop my skills, I saw myself improving and growing in each one of them. I did not leave aside the possibility of improving myself, while I was giving forth my best effort. My objective, in that moment, was to do my bit to help them with the language gap, so that it would not be an impediment for good communication and could strengthen ties between those who extend their friendly hand to help with those who receive and value that support.

Taking into account the above, this union of both areas made me see this organization as an excellent place to grow in an integral way. Thus, becoming part of this foundation as soon as possible became an achievable goal in the medium term. At the beginning, it was not easy for me to join because, in the city of Cartagena, where I live, there are no vacancies on my profile, but only seasonally. The positions I could perform, according to my profile, were in the administrative divisions based in Bogota.

Furthermore, before I found a place for my seventh semester internship, I sent my CV to several companies and organizations, including Convivencia. Being a part of an organization where I could put into practice the knowledge I have acquired during my years at the university was very important to me. A few months after looking for an internship position, I received a

call from Mr. Jeisson Delgado, who was in charge of recruiting interns and volunteers at Coviventia. He advised me that I was one of the interns selected to join that semester, and then he proceeded to ask me some questions. I remember, while doing the interview, he explained to me some of the tasks that I was going to be performing in this new position to which I was to be placed. In addition, he informed me from the beginning that my internship would be entirely virtual, which, at that moment, made me think that perhaps the tasks I was going to perform were not going to meet my expectations. However, I continued with the process because I realized that, even though I would be performing my tasks from home, I could learn and grow both professionally and personally.

Clientele & Co-Workers

This organization works daily to reduce poverty on a national scale. One of its goals is to bring sustainable transformation through projects that have a direct impact on individuals, families, and communities. According to the 2021 Annual Report (Conviventia), every year more than 2,500 children and youths receive access to quality education. As well as, more than 2,200 students were involved in the projects that are developed daily. Among these projects are pre-school, middle school, and high school education, in Dios es amor schools, located in disadvantaged neighborhoods in various cities throughout the country, and the Community Development Center (CDI) in Las Cruces (Bogota). A total of 1,244 children in the country participated in School Accompaniment and Family Support projects, specifically, in the department of La Guajira, through the partnership with four public and private educational institutions in Riohacha and Manaure, where 166 students were benefited through said projects, allowing a higher number of students to remain in the educational process. In addition, the Higher Education project for some graduates of Dios es Amor schools enabled forty-four youths in some cities to progress towards the development of their vocation.

Taking into account the above, a large number of the people from CDI's headquarters, Dios es Amor schools, and other institutions allied with this foundation to benefit significantly from the aforementioned projects. Through the Pre-school Education project, 203 girls and 269 boys, from ages 2 to 5 years old, received educational attention in the Dios es Amor schools, CDI Las Cruces in Bogota, and CDI Las Americas in Barranquilla. Regarding the Elementary and High School Education Project, 827 girls and 902 boys received formal educational services for elementary and high school children through the Dios es Amor schools. Both projects were developed following the pedagogical model, School with Purpose, with emphasis on the development of life skills and the adoption of good principles and values.

On the other hand, through the School Accompaniment project, 366 girls and 473 boys from partner institutions in Bogotá, Soacha, Guajira, and the Family Support project, and 194 girls and 211 boys from vulnerable communities in Bogotá, Soacha, and Cartagena, received specialized training and guidance to contribute to the academic permanence and success of students at risk of dropping out of school. Likewise, through the Higher Education project, young people from Bogota, Cartagena, Barranquilla and Soacha, 22 female and 22 male graduates of Colegios Dios es Amor entered higher education.

This foundation has worked for more than twenty-five years in support of low-income communities. Starting with quality education as its main objective, the welfare of each of the students is sought after by taking care of their physical, cognitive, and socio-emotional development. Due to the projects developed in the Dios es Amor schools, it has been possible to guarantee an integral education in a society where it is difficult to obtain opportunities to move forward and have a better quality of life. What Conviventia does for children, young people, and entire families not only gives them the opportunity they need to obtain a proper education, but also guides them through programs that are developed in each of the Dios es Amor schools, so that each student, along with their families, can grow and develop in an integral way through the processes carried out, depending on the needs of the beneficiaries. This allows their quality of life to improve, and for each beneficiary to become aware that they are capable of achieving their goals and moving forward, while fulfilling their responsibility to themselves and to society.

Taking into account the above, there are projects that are developed in conjunction with education in the elementary and high school institutions of the Dios es amor schools.

1. School with purpose: Through this project, children, youth, and adults receive help and tools for their development in the cognitive, socio-affective, transcendental, and physical areas. This is developed throughout the school year, through each classroom teacher.
2. Child protection: this project develops mechanisms and protocols to prevent, identify, and intervene psychosocial risk, thus ensuring the school as a safe place for those who are in it.
3. Progress Fund: Provides support to young high school graduates from marginalized areas. Facilitates access to technical, technological, and professional training through scholarships and subsidies.
4. Coexist: The purpose is to promote actions in schools to achieve a peaceful coexistence, an adequate conflict resolution, and the control and incentives for the use of correct behaviors to achieve an adequate community life.
5. Avanza: Its main objective is to strengthen the brain and social-emotional skills of students with: special educational needs or disabilities; learning difficulties; and social-emotional difficulties. This is done with a trained staff on a different schedule from school hours.
6. Childhood and development school: Seminars are held to strengthen parenting practices, parental responsibility, and coexistence to ensure full psychological, emotional, physical, and neurological development. These seminars are offered to mothers who are pregnant, mothers of children from zero to three years of age, and to the children as well.
7. Thinking development: The main objective is to increase cognitive skills that promote effective learning, through the enhancement of reading, reinforcement of learning devices and the use of tools to create ideas.

8. Socio-emotional development: Training to develop the child's emotional intelligence, from the school environment. Through this, the beneficiary acquires knowledge, attitudes and skills necessary to understand and manage their emotions, manage their relationships and make responsible decisions.

In addition to the mentioned projects, Conviventia also develops four other projects outside the walls of the schools, these are aimed at creating healthy families and in this way building a strengthened community. These programs are to teach values, togetherness, respect, etc. In families who wish to form and live in peace to provide a better future for children. In this way the results will be reflected in a strong community with greater unity.

1. Family Mission: Practical and participatory methodological activities are carried out to help in dealing important family situations that represent a risk for children and youth. By strengthening family dynamics, more stable, secure and supportive environments are created that foster growth towards emotional maturity, self-realization and active participation.
2. Family school: Through preventive talks, the program seeks to facilitate and promote the strengthening of the family unit, in order to create a safe, loving and adequate environment for the development of children and young people.
3. Leadership School: A curriculum based on the Christian vision, it seeks to strengthen the appropriation of an ethical and moral framework that provides communities with capable and responsible leaders who contribute to the common good and the transformation of their context.
4. Scouting Initiative: Groups of committed children and young people are created and a process of personal transformation is initiated, establishing firm foundations and

providing them with equipment to become agents of change for their families and communities.

Some of the most important programs offered by Conviventia are the productive inclusion programs, which take into account the faculties of each individual, recognizing them as beings capable of putting into practice their abilities to obtain benefits and, at the same time, a common good.

Three programs facilitate access to training for work and human development. They open spaces for new productive ideas, access to decent jobs, and put into practice the knowledge learned through the processes that are carried out for personal, economic, and social progress.

1. Training for work and human development: This project is developed in PTI's Training Centers, which provide access to courses, skills development, and effective initiatives for greater participation in the labor and employment sector. The program aims to strengthen general and technical skills, enabling participants, both at the high school and technical training levels, to advance in their life projects, so that they acquire the ability to make decisions based on the knowledge of their value and capabilities.
2. Conecta Center: It focuses on learning and, with the support of local organizations, contributes to the capacity development in each region. By providing personalized and specialized services, it breaks down barriers to access opportunities, employment, and production for people facing higher levels of poverty and vulnerability.
3. Principium: This project contributes to the promotion and growth of a small or medium-sized company or organization. It is a strategy to increase human talent and a strategically to solve common problems, in terms of leadership development, sense of

belonging, teamwork and achievement of higher levels of responsibility and productivity, among others.

Finally, the three humanitarian action projects. The purpose of these projects is to alleviate the basic needs of a community. They work with a team of professionals trained in each area to perform. The purpose of this is to support and help individuals, families and vulnerable communities to gain the ability to develop skills and competencies that facilitate the construction of well-being and health care.

1. Humanitarian Missions: This project involves professional volunteers and the Convivencia team, who are available to intervene in emergencies and situations of great need. In partnership with local health trustees, humanitarian missions include the provision of basic medical, dental, optometry, nursing, pharmaceutical, legal and treatment services.
2. School health plan: It is focused on the development of a healthy lifestyle and self-care habits, encouraging the creation of safe and healthy environments in schools, empowering children and young people up to adolescence, and their parents to lead a responsible life with their own body.
3. Nutritional reinforcement: In this program, there are meetings aimed at children and their families who are underweight or severely malnourished. They are taught the minimum nutritional intake recommended by the Pan American Health Organization and how to develop good eating habits.

All of the above projects are aimed at low-income communities, which are the main beneficiaries on which each of the projects are focused, in order to obtain long-term results with a more educated people in Colombia, with families and communities with dignity,

freedom and social responsibility. Each of the processes that are developed daily are focused on promoting sustainable transformation processes in individuals, families and communities facing poverty and vulnerability in Colombia. Each action consists of or aims to break mental paradigms and install the principles, values and correct moral reference, as a fundamental aspect to achieve the desired level of welfare and ensure the sustainability of any intervention.

Due to the vision of this entity and the values that it manages, its work environment is pleasant for its employees. This can be evidenced in the few opportunities that I attended to perform my internship as an interpreter at the school Dios es Amor in the city of Cartagena. I was able to develop in a warm, participative and above all pleasant work environment. The employees treated each other warmly, like a family, and always with respect. Every time I went there, I got closer to them, and despite not going as often as most of them, they welcomed me and made me part of that big family. Just being part of the Convivencia team is reason enough to treat each other as family despite distance or proximity.

Immediate Supervisor/Mentor

When I was recruited by Jeisson Delgado Sarmiento, I was assigned to the international sponsorship division, and the director, Elizabeth Cañon Osorio, who was my boss throughout my time at the foundation as an intern, was notified. She assigned Pilar Morales Piñeros as my immediate supervisor, whose main function is to verify translations, writing and the tasks performed by the interns. She is also in charge of receiving correspondence from the schools, the CDI, the PTI, among others, and sending or uploading the reviewed correspondence to its final recipients.

Pilar was an important column in every task I carried out. From the first day I started my journey as a trainee at the foundation while I was still in my seventh semester, she gave me the induction and trained me during the first week, all this via google meet, email and WhatsApp. In that week of training he gave me daily feedback, in which he made me see my mistakes, successes, weaknesses and strengths. This helped me a lot when executing my tasks as I learned from the previous one, repeated the positive and corrected the negative. After that week the feedback was weekly and after a month and a half the feedback was compliments and congratulations, this helped me to continue giving the best of me.

My second period of internship, when I was in my eighth semester, was similar to the previous semester, with the only difference that the tasks were more demanding. Pilar required more from me and in each weekly feedback she used to let me know that I was capable of more, which allowed my professional growth to increase even more in the recent months compared to the previous ones. In this last period, I was more independent from my supervisor, I fulfilled my tasks to the fullest and with better results, all this was due to her support from the beginning of my internship. From her I learned that if I am constant in giving my best when performing

any task, whether simple or complicated, the results will always be positive and will favor both the one who fulfilled the task and the one who receives the results.

Another positive characteristic that I can highlight about my supervisor is that she was always available whenever I needed her to solve questions, concerns or doubts that arose at the time of performing a new task. In addition, in each new assignment she explained to me in general how I should develop it. Our relationship was always only professional, despite that she was kind and understanding, she demonstrated these qualities in the circumstances that I had connection difficulties, lack of electricity at home and other problems that on a few occasions did not allow me to fulfill my tasks.

My Role in the Company

When I started as an intern at the foundation, I was assigned to the international sponsorship division, which is located in the city of Bogotá, for this reason I developed the tasks that were assigned to me virtually. However, I had the opportunity to perform some tasks in person, since they had to be carried out in the city where I currently reside. On the other hand, I developed the internship in a period of eight months taking into account that I had to fulfill a number of twenty hours a week as it was a requirement for the internship to be validated by the university. Nevertheless, there were weeks in which I did not have enough work to cover that schedule so I completed the hours in other weeks in which the amount of work was more dense. From the beginning I was aware of the responsibility on my shoulders to fulfill each of the tasks assigned to me, here is a detailed description of each one of them:

1. Translation of Biodatas, these are texts written by the children, teenagers or their legal tutors, who are part of the Dios es amor schools and who receive support from the sponsors who help them through the foundation. In this text they must write an update of their daily life in which they must include who they live with, what is the main economic activity with which they receive their livelihood, if they have any illness and what they do in their free time.
2. Translation of student reports of teachers from kindergarten through eleventh grade of the Dios es Amor schools located in Bogotá.

3. Translation of correspondence sent by the students of the Dios es Amor schools who receive help from sponsors. Greetings, birthdays, reports and Christmas letters.
4. Translation of testimonies of students, teachers, families of students from Dios es Amor and PTI schools.
5. Translation and subtitling of thanks videos or testimonies from PTI students and Dios es amor schools in Bogota.
6. Translation from English to Spanish of some contracts the foundation had with some international companies.
7. Translation of training booklet, to give lessons to teachers on a personal growth course.
8. Write a report at the end of specific tasks, such as the translation of Biodata and digital correspondence.
9. Provide digital zoom correspondence to the students of the Dios es amor in Cazuca school. Translate letters sent by sponsors from English to Spanish simultaneously.
10. I interpreted every time a group of administrative staff and volunteers from Houston came to the Dios es amor school in Cartagena. I attended

administrative meetings where my task was to simultaneously interpret. Those were meetings with specific topics; such as construction materials, since they were talking about what was needed for renovations at the school; electronic and systems engineering, for the wiring system for a better connection; machines or devices, required for a better wifi coverage, among others. In addition, in the evenings, I would give them tours of tourist sites, as I was in charge of making sure the agenda schedule was followed and complied with.

11. Others.

The first four months of my internship I worked one hundred percent virtually as the restrictions in the city, due to the Covid 19 pandemic, were tight. On the other hand, the last four months I worked approximately ninety percent from home, as the Covid cases decreased significantly and the country 's borders were finally open. Considering the above, I consider that at first, doing my internship from home was challenging since my previous plans were to go to the workplace, since I strongly believe that human relationships between coworkers and superiors, is an important contribution in the professional life of an employee. Likewise, I think I missed an opportunity to have learned even more and obtained more work experience if I had undergone in the first months of my internship some of the experiences I had when performing onsite tasks. The work in person consisted of being in charge of groups of foreigners and being their interpreter and guide every time they arrived in the city of Cartagena. These were important moments to demonstrate my abilities, since my experience in guiding a group of people was almost null. In the same way, I likewise must express it was a challenge that I had during my internship process in this foundation. In addition, the task of simultaneous interpretation in the official meetings of the directors and foreign volunteers

who came to do social work in the Dios es amor school, was also an unquestionable challenge.

My love and constant dedication to community service work became my strength and allowed me to have an excellent performance within the foundation both as a translator and interpreter. Undoubtedly, the interaction with the administrative and volunteer groups from abroad gave me the opportunity to learn more about my personality as a leader thanks to the experiences I had as the head of the group. In addition, the empathy and devotion of those volunteers made my approach and compatibility with them much easier, which encouraged me to provide them with better service and support in the interpreting work.

On the other hand, interpreting between two people, translating from English to Spanish and back again became easy for me. In contrast, I felt panic and a lot of nerves at the moment of translating to a large audience for the first time, which made me doubt and believe that I would be unable to perform the translation correctly. But, fortunately, I calmed down, and from that opportunity I learned from my mistakes and successes, and thanks to that, in the subsequent occasions, my performance was growing. Therefore, I consider it a strength to recognize and learn from the mistakes and experiences I have had during my working process.

Identifying a Problem

When performing my job as a translator for the foundation I discovered many issues that require attention and proper resolution. One of them I detected when receiving Biodata's translation assignments, as I had setbacks and most of them were due to a misuse or non-use of technological resources. As I wrote in previous paragraphs, Biodatas are texts written by the children, adolescents or student 's tutors who are part of Dios es amor schools. In these texts they should write an update of their daily life in which they should include who they live with, what is the main economic activity with which they receive their livelihood, if they have any illnesses and what they do in their free time. These documents were received via email in Word document format or a photo of the text written in print. This task was one of the most frequent and sometimes the documents were repeated, unorganized and with missing data, as for the photos of the writings, some of them had low graphic resolution.

In the first place, I had to check and verify that the documents were not repeated, neither their content nor their file names, and then translate them. Sometimes, there were texts so similar that it could become confusing and seem as if they were repeated, resulting in the omission of translating these types of documents. In addition, having a large number of texts to translate, the verification between one text and another was time-consuming, frustrating, and made this task arduous. For this reason, I took specific actions in order to work in a more efficient and organized way.

Secondly, the lack of organization of the Biodatas, caused by two reasons. First, to receive the documents in disorder became an obstacle that I had to overcome. When I received a folder of Biodatas that needed translation, I checked to make sure each one was complete, in

other words, that it contained all the Biodatas of the students of the same grade. However, occasionally this was not the case, I received files of students from different grades as if they were from the same course or students from one grade were missing. This made me waste a little time, as there were moments when I got confused and placed students from one grade in the folder of another. Second, the foundation manages a database that serves to identify each student with a unique code. Thanks to this, we do not need a lot of information to identify a student. However, on repeated occasions, the Biodata sent by students, teachers or student's tutors, were received with a lack of information. Many of the documents did not have the student codes and only had the student's full name or even the grade level. This also caused disorder and wasted time since I had to search for their full names in the database and try to find the student who did not include their code.

Third, because some of the images containing text to be translated were of poor quality, I had to strain my eyes to try to understand what the texts were saying. This often slowed down the translation process, so I would either leave those translations for later or put them in the report to be resubmitted and consequently start translating only the ones with better quality resolution. On the other hand, after asking about the process that the low quality images went through, from the moment they were sent until I received them, I realized that in many cases, the students sent them to the teacher by WhatsApp and the teacher sent them to the person in charge of the division by mail or whatsapp and finally I received them by mail. The whole process of sending the photos caused low resolution in many of the cases.

Proposal for Solutions

Before proposing solutions, I conducted investigations for each case, it should be noted that the analyses I made for each problem were at different times. Some I carried out during the first months of practice, on the other hand, I investigated most of them in the last four months of practice. However, I will set out each of the proposals in the same order as I previously set out the problems.

For the first case related to the inconvenience of reviewing and checking that the texts to be translated were not repeated. I proposed using the Google Files tool, which is responsible for finding duplicate texts. This tool is easy to get and use, you download a free extension from Google Drive and choose the folder where you want the documents to be compared. I learned to use and master it better, researching all its benefits and thus taking advantage of its use, in that way, I could more quickly check more files.

As for the second problem of lack of organization, it was also necessary to take advantage of other tools offered by office automation. In this case I used Excel to create a database, I invested little time and in the end it was worth it as my work became lighter. I would consider that developing this solution was a little more complex than the previous one since I had to create an Excel file with the full name, code and grade of the students of the schools headquarters Dios es Amor. Fortunately, since I have access to the database of the foundation, I did not spend much time creating the sheets with the lists of each grade. In that file, I could have a control of the documents to be translated for each child in each room and in this way, when they sent me the documents in a group, even if they were not of the same class, I could organize them digitally in Excel spreadsheets.

In addition, the delays caused by the lack of student codes, as I explained in the second problem, would also have solutions with this proposal. On the other hand, together with my supervisor, we created a translation format, which practitioners had to use in each translation of Biodatas. Such formats were created in Word and contained in the header, the Conviventia shield, and two subtitles, name and code, so that documents after translation could still remain in order.

Considering the third problem, a simple solution could be developed, but it would require investment of time. The temporary proposal, I focused on the use of photo editing tools, which provide better resolution to images. Then, through editing, you could improve the lighting effects, saturation and/or colors, depending on each case. On the other hand, the fact of receiving an image and not distinguishing what it said for reasons of quality made the translation process almost impossible. For this reason, this proposal would be temporary and it could be useful to implement such a proposal, although a little more time would be needed.

Apart from the above idea, I devised a more radical solution, which could be implemented permanently. Create and communicate in schools, rules on the resolution and means of sending photos. If it is determined as a requirement that the images should be sent only by Gmail, the resolution of the images would not decrease, since Gmail does not cause the graphic resolution of the images to be lowered. Therefore, the photos of the children, tutors and teachers had to meet at least the minimum conditions of resolution in order to be accepted and subsequently translated.

Implementation of Plans

Implementing each of the proposed solutions was a complicated part of this internship process, because not only should it fulfill the assigned tasks, but I also had to work on my own to execute each of the ideas raised above. The above made me change my work schedule, getting to be more time on the computer than estimated, approximately thirty to forty-five minutes after I had finished the schedule defined by myself to work on the translations. Not only did the execution take time, but it was also necessary to research websites to find recommendations or instructions for better use of the tools I proposed previously.

Emphasizing the first solution, I tried to download the Duplicate File Finder extension for Google Drive with my college email account, as it was the email in which I received the tasks I had to perform. The download was not possible, as the account he used did not allow it. For this reason, I contacted my supervisor asking her permission to copy the folder containing the Biodatas I needed to compare, into my personal Drive account. To that request, my supervisor gave me a positive response, so I was able to continue and develop the solution I had planned.

In implementation of the solution to the second problem, it was easy to implement it since I had full access to the database of the foundation. So I had the names, last names, and codes of all the students from the school Dios es Amor. In the first instance, what I had to do was move all the data by headquarters and course to excel sheets, thus creating a database that I could use and modify. In this database, I only created lists with the data of students according to the course and venue who owned the packages of Biodatas that I received to translate. In addition, I added other columns where I could enter information from the other

translation tasks I performed, for example, the correspondences. It should be noted that all of the above, I did under the guidance of my supervisor, which gave me total confidence so that I could develop strategies like this, thus, the progress of the tasks assigned to me, would become more effective and in less time.

For the third and last issue, what I did to fix this problem momentarily, while the other solution was being implemented, was to use photo editing tools to change the format of the image, in order to have a better visibility of the content. In some cases, after doing that it was possible to use text identification tools in images, which allowed me to copy the text and place it in a word document more quickly.

Finally, in regards to the elaboration of the requirements for the implementation of an effective solution, I explained to my supervisor the preparation of a statement in which the student community was taught the following terms to be able to send photos of biodatas to the translators:

Good image resolution

That the handwriting is legible

Type of font: print

Good lighting

Jpg format.

Outcome

Thanks to the efforts I made, I could obtain positive results that benefited my work in the foundation as an intern in charge of translations. This was a productive and teaching process, considering that sometimes it is not enough just to focus and perform the assigned tasks, but also to execute them with love, effort and dedication in order to obtain better results than expected.

As a result of the implementation of the office automation tools, Excel and Google files, I significantly saved time, time that I used to spend on reviewing, comparing and organizing Biodata. In addition, I added essential knowledge about these tools to my work life. This is an advantage that I could use to my benefit in future jobs, especially those related to administrative tasks.

For each problem I could say that applying the proposed solutions was an improvement in my work, since they not only worked for the general problem of translating Biodatas, but also helped me in other translation tasks. Besides, the benefit I obtained was to accomplish in less time a greater number of tasks and with excellent quality results.

Taking the above into account, I would like to emphasize that everything I worked on to make my work more productive was a success. The days of researching and executing proposals became just memories that made my work as a translator more interesting.

Conclusion

As soon as I realized I could develop my skills, I saw myself improving and growing in each of these. I did not neglect the possibility of growing integrally, giving my best. My ideal at the time was that I could do my bit to help with the language gap so that this would not be an impediment to good communication and the strengthening of ties between those who extend their helping hand and those who receive and value that aid sent.

Given the above, this union of both areas made me see this place as a huge opportunity to grow comprehensively, consequently I desired to be part of this foundation and it became an achievable goal in the medium term. At the beginning, it was not easy for me to enter since, in the city of Cartagena, where it is my current residence, there is not vacant from my profile, but only for seasons. The positions I could play, according to my profile, were in the administrative divisions that are based in the city of Bogotá.

Finally, every time I finished a package of biodatas I had to write a report where I wrote a summary of how I developed my tasks and exposed the cases of students in which I had some problems. At the end of each task, I realized that I had to find some creative method using tools that were available in the vast technological world, so as not to spend so much time on unnecessary tasks. They could be avoided by implementing solutions to the problems mentioned in the previous paragraphs.

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Appendix

Notice that in order to keep personal information private I have edited some photos.

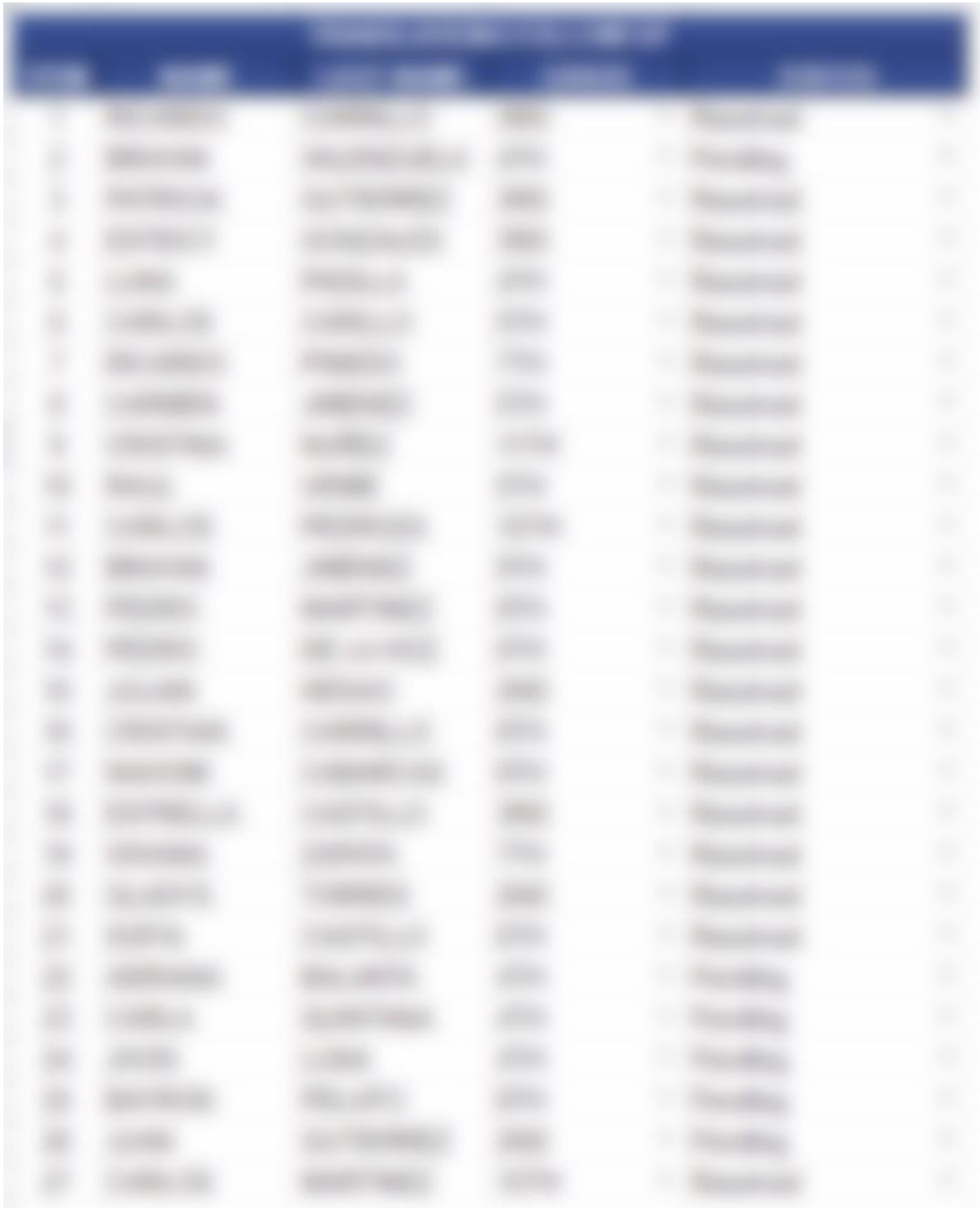


Figure 1. Follow up table.

BIODATAS COLEGIO DENZIL

PEREZ CAMARRILLO ISAAC DAVID 9 AÑOS

Isaac sueña con ser músico, él toca algunos instrumentos musicales como la guitarra, guacharaca y está aprendiendo a tocar la batería, quiere pertenecer al grupo de Música de su iglesia. Él vive con su mamá Katia (38) , su padre Ramiro (50), sus hermanos Luis Alberto (19), y Ramiro José (13). La familia vive en una vivienda propia. Isaac y su familia gozan de buena salud, sin embargo, se ven afectados a enfermedades diarreicas debido a que no hay suministro de agua potable y enfermedades respiratorias debido a las condiciones ambientales en las que viven.

Se observa elevado estrés familiar causado por las dificultades económicas que presentan ya que los ingresos no alcanzan a solventar las necesidades del hogar. El padre trabaja en construcción de lunes a sábado, pero su trabajo es inestable por este motivo los ingresos no alcanzan a ser suficientes para cubrir los gastos necesarios del hogar. El mayor reto de su familia es mantenerse unidos.

Pasatiempo: Practicar con instrumentos musicales.

Cualidades: Cariñoso, amable y responsable

Figure 2. Biodatas.

DOCENTE: ARGEMIRO LARA TORRES
GRADO: NOVENO
SEDE: BARRANQUILLA "CONVENUENTUS"

En este año lectivo 2022 tengo la bendición de ser el director de grupo de noveno grado, este curso está conformado por 11 estudiantes los cuales se destacan por su buen comportamiento, participación y proactividad en las labores académicas y lúdicas de la institución, pero lo más importante es que tienen valores religiosos cristianos los cuales les permiten dimensionar en sus relaciones interpersonales y en el medio que se desarrollan la importancia de Dios en sus vidas como eje fundamental del desempeño en sociedad. Diariamente realizamos un devocional donde en el oramos por el bienestar del grupo y el cumplimiento de las metas tanto grupales como individuales, hacemos peticiones respecto a la salud y bienestar de familiares, compañeros, amigos y propios.

En cuanto a sus lazos de amistad son muy marcados debido a su fácil integración en las diferentes actividades, esto es un indicador positivo de su nivel de socialización como amigos, se han creado buenas relaciones y compañerismo.

Este año está lleno de muchas cosas, vivimos de dos años de virtualidad y alternancia lo cual fue un desafío para nosotros los docentes como también para los alumnos y familia. Pasaron muchas cosas las cuales eran nuevas para todos, pero gracias a Dios y a su hijo Jesucristo pudimos salir adelante en los procesos, reconocemos que hay mucho que subsanar de esos dos años en materia académica y convivencial, pero nos reconocemos como personas piuosas y bendecidas por el señor para salir adelante. Hay necesidades de tipo afectivo y sobre el tejido familiar que se han presentado en el curso, algunos chicos por falta de una adecuada alimentación han presentado casos de debilidad y gastritis y otros han sido remitidos a trabajo social para un seguimiento en relaciones interpersonales. Podemos evidenciar algunas debilidades en lo que respecta a la responsabilidad de algunos padres de familia en estar al tanto del proceso de sus estudios como también de su desempeño y alimentación.

Como retos para este año está en lograr que los alumnos puedan acoplarse a la nueva realidad post-covid y volver a generar hábitos de estudio perdidos, como también recuperar habilidades y conocimientos. Los docentes trabajamos con planes estratégicos pedagógicos para poder avanzar.

De mis hermanos hijos de noveno grado (así les llamo pues como director de grupo me identifico como su padre) puedo resaltar la parte trascendental debido a la forma en que abordan su espiritualidad de manera positiva y creciente a través de los devotionales, la oración al inicio de cada hora institucional diaria y la participación activa en actividades de chapel donde han mostrado no sólo su interés por participar sino que además construyeron y fortalecieron más sus lazos de amistad ayudando todos juntos a desarrollar las actividades del curso.

Los espacios para tener en cuenta como proactividad, respeto, valores cristianos y la disposición para colaborar y ser parte de las diferentes actividades de la institución ha sido significativo y evidenciado, como también lo ha sido su crecimiento espiritual.

Figure 3. Weekly report.

Mi nombre es Valentina, tengo 15 años.
 Ingresé al colegio en el año 2009 cuando tenía 3 años, y hoy en día tengo 12 años estudiando en la institución, puedo decir orgullosamente que es mi segundo hogar.
 Mis padres decidieron criarme ya que quedaba muy cerca de mi casa, y además formaban a los niños con respeto y valores cristianos, que para ellos era lo más importante, pues el barrio no es muy seguro y un poco violento, por lo que encontrar un colegio que brindara no solo un buen nivel académico, sino también un lugar que formaran para la vida y ser personas de bien, eso enamoró a mis padres y decidieron era el lugar ideal para mí y mi hermano menor.
 Mi vida ha tenido cambios gracias a la educación que he recibido en CDA, me han orientado y formado alcanzando siempre excelentes resultados académicos, soy una estudiante aplicada y responsable, además crecí y he seguido los pasos de una vida en Jesús.
 Estoy muy agradecida porque a pesar de la pandemia en la que se encuentra el mundo, los docentes siempre han sido un apoyo para nosotros como estudiante, logran continuar dando las clases y día a día nos motivan para seguir adelante y disfrutar de la vida cada día.
 Gracias a Dios primeramente y a los directivos, docente y a todas personas que hacen posible que el colegio continúe y puedan a través de él, muchos niños puedan tener una mejor calidad y transformarse con la palabra de Dios.

Mi nombre es Jonathan tengo 37 años, soy docente de arte de la sede Barranquilla. Hoy quiero expresar mi gratitud primeramente a Dios quien me ha permitido ser parte de esta familia en la fe y segundo a Conivienta por haberme adoptado en este seno familiar maravilloso.
 Quiero resaltar que al igual que muchas personas, me fue extraño, incómodo y complicado en un principio adaptarme a la modalidad virtual, la asignatura que enseño, requiere más la práctica que la teoría, tuve que recurrir a la creatividad y buscar recursos para poder sacar adelante las actividades propuestas para los alumnos, y para que ellos a su vez fueran capaces de ser autónomos explorando sus talentos. Puedo decir que la virtualidad explotó muchas facetas de mi estilo de enseñanza, aunque sigue siendo un tanto incómodo, por el hecho de que como seres humanos necesitamos la interacción social-vivida.

He aprendido que debo estar preparado para los cambios que se presentan por diversas circunstancias (en este caso el uso de las TIC), y que como educador debo ir de la mano de estas transiciones.

La experiencia en conivienta ha sido maravillosa, ya que me ha permitido transformar vidas necesitadas de Dios. Mi pasión es y siempre ha sido enseñar y alcanzar al perdido a través de los dones, y tal vez uno Dios me ha dado, según a Dios es el perdón, es un perdón que me permite tener

Translation Request

Prácticas y Voluntariado Comunitario - voluntariado.comuniaria.org
para mí.

Maria Angelica,

Buenos tardes. Solicitamos amablemente su apoyo en la traducción de los siguientes videos para sustituir

[https://drive.google.com/file/d/1wC0G8dF7m9uQWqUcTt0S_6uCTJ80/view](#)

[https://drive.google.com/file/d/1Nz3uueLrR8Hf_uGd8eMvKjvDgG8n/view](#)

[https://drive.google.com/file/d/1ac7n5_jw8HnL2_duBfA3u8u8u8u8/view](#)

[https://drive.google.com/file/d/1CC7SCGQZkuzsT8uE_n5_2018u8u8u8u8/view](#)

Es posible tenerlos para el lunes en la mañana o antes?

Gracias de antemano y quedamos muy atentos a su respuesta.

Cordialmente,

Jensson Delgado Sarmiento
Coordinador de Voluntariado y Prácticas
Bogotá- Colombia
Comuniaria
+57 300 1000154

37

Emmy Natalia Usaquen Valencia

Good afternoon. My name is Emmy Natalia Usaquen Valencia. I have been studying accounting for commercial and financial operations for the last few months. During the time I have been studying, I have learned to manage time, to improve my communication skills. I have learned about honesty, responsibility, and, most of all, self-motivation. These skills are important to succeed in college, my work environment, and also my character, which I think is the most important thing. This training not only helped me to get an internship contract with an excellent company but also an employment contract there. I have generated a good income but also a lot of accounting knowledge. My dream for the future is to finish my college degree, learn languages, learn to play a musical instrument, and have great family experiences and achievements both financially and spiritually. Beyond that, I am very grateful to my sponsors for their support, sympathy, help, and giving me the best of them. God bless them, and goodbye.

Laura Yemeli Mendez

Good morning. My name is Laura Yemeli Mendez. I am a technician in archival organization assistance. During this process, I have acquired the skills to manage the central historical archive and management. I have handled all documentary guarantees and value documents. During this process, I have made the historical file of the company, and I have organized sales invoices numerically. Also, I organized the list alphabetically and organized the personnel folders digitally. In the future, I see myself finishing my studies, finishing my professional career, and having a better life. For me, this program has helped me as a person to grow. In the future, I see that with this support, I will be able to help my mother and my siblings more and give them a better life so that they can be professionals. I thank the companies and my sponsors because they gave me the support to grow as a person.

Yinel Mariana Gil

Good morning. My name is Yinel Mariana Gil. I am a student of the PTI Sena Convivencia. I am currently studying assistance in file organization. I want to thank you, sponsors, for giving me, many youths, and many people the opportunity to help us to fulfill our dreams, our goals, and our purposes. Thanks to you, we did not remain stagnant, and we were able to continue

Figure 6. Students report.

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Figure 7. Training booklet

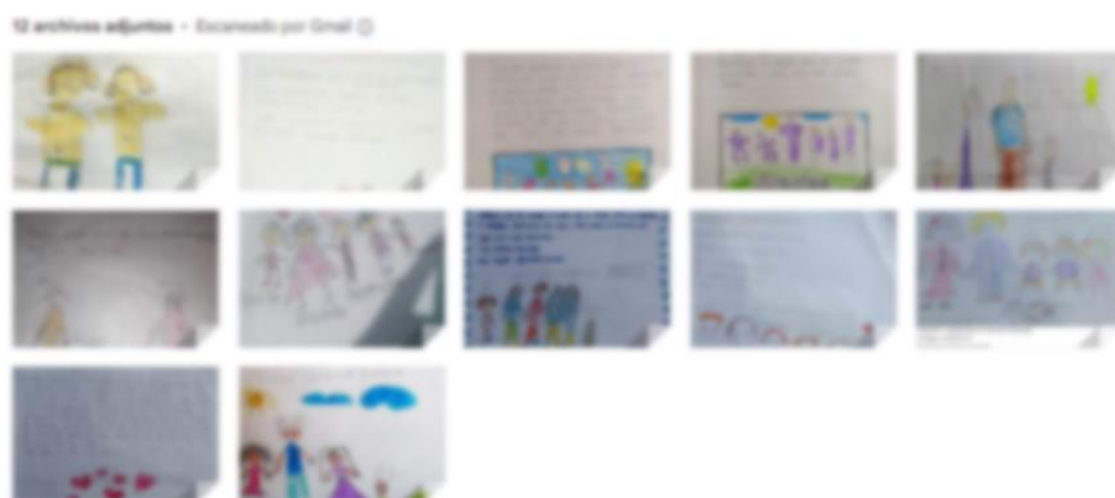


Figure 8. Correspondence.

11:51 PM

Agenda

← 🔍 📅 📌 🔄 ⋮

fx Dinner at the hotel

DATE	TIME	ACTIVITIES	STATUS	LOCATION
2023-07-10	08:00	Check-in at hotel	Completed	Hotel
2023-07-10	09:00	Breakfast at hotel	Completed	Hotel
2023-07-10	10:00	Visit to the museum	Completed	Museum
2023-07-10	11:00	Visit to the museum	Completed	Museum
2023-07-10	12:00	Lunch at the museum	Completed	Museum
2023-07-10	13:00	Visit to the museum	Completed	Museum
2023-07-10	14:00	Visit to the museum	Completed	Museum
2023-07-10	15:00	Visit to the museum	Completed	Museum
2023-07-10	16:00	Visit to the museum	Completed	Museum
2023-07-10	17:00	Visit to the museum	Completed	Museum
2023-07-10	18:00	Dinner at the hotel	Completed	Hotel
2023-07-10	19:00	Visit to the museum	Completed	Museum
2023-07-10	20:00	Visit to the museum	Completed	Museum
2023-07-10	21:00	Visit to the museum	Completed	Museum
2023-07-10	22:00	Visit to the museum	Completed	Museum
2023-07-10	23:00	Visit to the museum	Completed	Museum
2023-07-11	08:00	Check-out from hotel	Completed	Hotel
2023-07-11	09:00	Breakfast at hotel	Completed	Hotel
2023-07-11	10:00	Visit to the museum	Completed	Museum
2023-07-11	11:00	Visit to the museum	Completed	Museum
2023-07-11	12:00	Lunch at the museum	Completed	Museum
2023-07-11	13:00	Visit to the museum	Completed	Museum
2023-07-11	14:00	Visit to the museum	Completed	Museum
2023-07-11	15:00	Visit to the museum	Completed	Museum
2023-07-11	16:00	Visit to the museum	Completed	Museum
2023-07-11	17:00	Visit to the museum	Completed	Museum
2023-07-11	18:00	Dinner at the hotel	Completed	Hotel
2023-07-11	19:00	Visit to the museum	Completed	Museum
2023-07-11	20:00	Visit to the museum	Completed	Museum
2023-07-11	21:00	Visit to the museum	Completed	Museum
2023-07-11	22:00	Visit to the museum	Completed	Museum
2023-07-11	23:00	Visit to the museum	Completed	Museum

Hoja1

Figure 9. Itinerary.



Figure 10. Interpretation.



Figure 11. Interpretation.