

ANNUAL REPORT
2024

**Fundación
Educativa
Oportunidad**





mm



PROGRAM

Un Buen Comienzo (A Good Start)

UN BUEN COMIENZO PROMOTES LANGUAGE DEVELOPMENT IN GIRLS AND BOYS ATTENDING PUBLIC SCHOOLS. IN 2024, THE SECOND YEAR OF THE 2023 COHORT WAS IMPLEMENTED, DURING WHICH EDUCATIONAL AND LEADERSHIP TEAMS SUCCESSFULLY APPLIED STRATEGIES AND IMPROVED CHILDREN'S LANGUAGE LEARNING.

“

The strategies developed during the work session were meaningful and valuable, closely aligned with the needs of students in Pre-K and K, as well as their educational and sociocultural context. In the end, the strategies applied during these sessions led to tangible and effective results.

”

Alicia González
Preschool Teacher, Cardenal Raúl Silva Henríquez School,
Litueche

ee

UBC IMPROVEMENT NETWORK

Un Buen Comienzo

“

Working as a network has strengthened each member's efforts—not only by applying the new knowledge we've acquired, but also by learning from how others approach their work.

”

Carolina Mollo

Head of Technical-Pedagogical Unit (UTP),
Machali

THE UBC IMPROVEMENT NETWORK ENSURES ONGOING DEVELOPMENT ACROSS THE TERRITORY, FOCUSING ON EFFECTIVE INTERACTIONS, INSTRUCTIONAL TIME, AND SCHOOL ATTENDANCE TO STRENGTHEN LANGUAGE LEARNING FOR CHILDREN IN PRE-K AND K.

IT PROMOTES COLLABORATIVE WORK, CONTINUOUS IMPROVEMENT, AND BROAD REPRESENTATION OF SCHOOLS AND STAKEHOLDERS.





PROGRAM

We Learn

“

Having the chance to improve our teaching practices is incredibly valuable. We receive teaching resources, in-class guidance, and support in designing new strategies to strengthen instruction, student interactions, and attendance.

”

Susana Sáez
English Teacher, Mariano Latorre School,
Villarrica

WE LEARN PROMOTES ENGLISH LANGUAGE TEACHING FROM EARLY CHILDHOOD EDUCATION IN PUBLIC SCHOOLS. IN 2024, 10 SCHOOLS IN PUCÓN JOINED THE PROGRAM, ADDING TO THE 11 ALREADY PARTICIPATING IN VILLARRICA, REACHING A TOTAL OF 1,636 GIRLS AND BOYS. TEACHERS AND SCHOOL LEADERS TOOK PART IN TRAINING AND CLASSROOM SUPPORT INITIATIVES TO STRENGTHEN ENGLISH LEARNING IN BOTH COMMUNITIES.

IMPROVEMENT NETWORK

We Learn

“

Working as a network is, without a doubt, a rewarding experience—professionally, personally, and socially. It was a great pleasure to once again be part of this group of people committed to a common goal: improving the quality of English teaching for girls and boys in the schools of Puerto Natales. Working as a network is always a challenge, as it depends on the willingness and commitment of its members to generate learning collaboratively. For 2025, I would like to bring in new members from school communities, increase the frequency of meetings according to the agreements made, and plan a municipal gathering in advance to continue moving forward with the network's goals.

”

Silvia Ramírez
Magallanes' Public Education Service (SLEP)

THE NETWORK PROMOTES COLLABORATION AMONG SCHOOL COMMUNITIES TO CONTINUE STRENGTHENING THE TEACHING AND LEARNING OF ENGLISH FROM AN EARLY AGE. ITS PURPOSE IS TO MAINTAIN A CONTINUOUS CONNECTION WITH THE FIELD AND TO SUSTAIN LEARNING FOLLOWING THE IMPLEMENTATION OF THE WE LEARN PROGRAM, IN A LOCALLY-LED AUTONOMOUS FORMAT.



PROGRAM

School Attendance



“

We have now completed two years of working together. We have improved attendance and reduced cases of chronic absenteeism. There is still room to improve these indicators, but the experience gained and the motivation that has emerged within Integra's teams in the region show that, over this time, capacities have been built and new ways of addressing absenteeism in early childhood centers have been established.

”

Jorge Yáñez Castro
Regional Director, Integra
Arica and Parinacota Region

THE SCHOOL ATTENDANCE PROGRAM AIMS TO REDUCE ABSENTEEISM AND IMPROVE ATTENDANCE IN EARLY CHILDHOOD EDUCATION. WE WORK WITH SCHOOL ADMINISTRATORS AND EDUCATIONAL TEAMS TO IMPLEMENT STRATEGIES THAT PROMOTE REGULAR ATTENDANCE AND A POSITIVE CULTURE IN SCHOOLS AND EARLY CHILDHOOD CENTERS.



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Letter from the President



Ena Von Baer
President

A little over two years ago, I took on the great challenge of leading Fundación Educacional Oportunidad. We know that high-quality early childhood education, grounded in meaningful relationships and effective practices, is key to developing cognitive, emotional, and social skills that will last a lifetime.

That is why we base our actions on evidence. This conviction has strengthened our institutional strategy: we make informed decisions, rigorously evaluate our programs, and continuously seek to improve our interventions so we can better respond to the needs of educational communities and achieve significant impact on children's educational trajectories.

In 2024, this strategic vision translated into multiple actions. We continued to work guided by the continuous improvement methodology, which allows us to innovate, adapt, and learn constantly. Our programs — Un Buen Comienzo, We Learn, and School Attendance Program— continue to be evaluated by prestigious external institutions, which attests to their quality and effectiveness.

Our commitment is to continue deepening this strategy, focusing on strengthening our practices, scaling up lessons learned, and sharing knowledge that contributes to improving the education system as a whole. We will keep working to move toward high-quality early childhood education for all children, especially those who need it most,

promoting sustainable, evidence-based changes in permanent dialogue with educational communities and public policy.

I am grateful to all public and private institutions that have placed their trust in us and actively collaborated so our initiatives can reach further each year. I also deeply value the team at Fundación Educacional Oportunidad: committed, rigorous professionals, passionate about contributing to a fairer and more effective education.

Looking ahead, we will continue learning, collaborating, and innovating, always grounded in evidence, so that every child can truly have the opportunity to develop their full potential from the earliest years of life.

“

Thanks to everyone's work, today we are a respected technical voice — a foundation that not only supports educational communities, but also proposes, engages in dialogue, and mobilizes around the challenges of early childhood education in Chile.

”



Letter from the Executive Director



María de la Luz González
Executive Director

I have recently taken on the role of Executive Director of Fundación Educacional Oportunidad with a deep commitment to both continuing and bringing new momentum to the work this institution has been carrying out for almost two decades. I am drawn to this challenge by a clear conviction: early childhood education is a decisive stage in the development of every child. Various studies confirm that the educational and emotional experiences gained between the ages of 2 and 6 have a lasting impact on each child's life trajectory. For this reason, we must ensure that this educational level is a real and shared priority, regardless of place of birth or the socioeconomic context of each family. Early childhood education is not optional — it is essential.

At Fundación Educacional Oportunidad, we believe that commitment to enrollment, daily attendance, and educational quality must be collective. It involves families, educational teams, decision-making teams, and society as a whole. It is not enough to open doors; we must foster a sense of belonging, welcoming environments, effective pedagogical practices, and above all, a social appreciation of early childhood education as the foundation for equity and development. In 2024, the foundation advanced decisively with its Un Buen Comienzo, We Learn, and School Attendance programs, promoting strategies that foster continuous improvement, school

attendance from the earliest years, and high-quality teacher training. Public awareness initiatives — key to increasing social appreciation and motivation for daily attendance in preschool and school — were also strengthened. Supporting early childhood development is one of the most important and strategic tasks for the future of our country. As a foundation, we will continue to promote stimulating educational environments, effective pedagogical interactions, and strong ties with educational communities. My commitment is to strengthen those bonds and open new opportunities for collaboration that will enable us to reach even further. Chile's future begins in early childhood. Let us continue working together so that every child has, from the very start, the opportunity to reach their full potential.

“

We must ensure that early childhood education is a genuine and shared priority, regardless of place of birth or the socioeconomic context of each family. Early childhood education is not optional — it is essential.

”



ABOUT Fundación Educativa Oportunidad

OUR PURPOSE

Our purpose is to contribute to the development of children and young people from early childhood onward, ensuring quality learning through the strengthening of competencies, the implementation of innovative strategies, and the promotion of collaborative work.

To achieve this, we aim to:

Strengthen the competencies of all actors within the educational system, from classroom teams to territorial leaders, so they can implement effective pedagogical and leadership practices, and foster a collaborative learning environment.

Design and implement innovative strategies that enhance learning for children and young people, considering their specific needs and contexts.

Ensure that our impact is lasting by working to guarantee the sustainability of our interventions, and by creating processes and resources that enable educational communities to continue improving their practices over time.

Contribute to the development of evidence-based public policies by sharing our knowledge and experience with decision-makers. To this end, we seek to be leaders in innovation and in promoting practices that have been tested and supported by evidence of impact.



OUR APPROACH

The foundation's work focuses on training in pedagogical and leadership practices, as well as the provision of educational resources and strategies, along with continuous support and follow-up.

We also use and promote a continuous improvement methodology based on collaboration, the use of data, and rigorous evaluation, in order to foster systematic learning and building a culture of reflection that achieves the desired impact within educational institutions.

Key elements of our work

We implement programs aimed at transforming early childhood education, working with preschool teachers, early childhood assistants, and school leaders in public preschools and schools.

Un Buen Comienzo (UBC) Program

This program focuses on strengthening language development in children in Pre-K and K. We work directly with preschool teachers, early childhood teaching assistants, and school leaders, providing them with tools and strategies to improve the quality of early childhood education.

In UBC, we place special emphasis on the importance of effective teaching practices and the strategic use of instructional time.

Our goal is for educators to maximize the time dedicated to meaningful learning activities, create high-quality interactions, and foster an environment of active participation.

We also strengthen leadership within school leadership teams to drive continuous improvement.

In this way, we aim to create rich learning environments where children can develop their language and socioemotional skills, preparing them for their future.



Un Buen Comienzo Improvement Network

This network serves as a space for exchange and collaboration across schools, districts, and territories.

Its goal is to strengthen the ongoing development of teaching and leadership capacities that support sustained school improvement and effectiveness, in order to positively impact learning outcomes for young children in early education.

We Learn Program

This program aims to promote English language teaching starting at age four, building on young children's natural ability to learn languages in early childhood and recognizing English as a key tool for expanding their academic and professional opportunities.

We collaborate with teachers, school leaders, and the broader school community to implement innovative teaching practices that make learning English a meaningful and engaging experience.

We Learn Improvement Network

This network is formed by school communities from highly touristic districts that have participated in the We Learn program, working together to sustain and strengthen English learning from early childhood.

By working as a network, the goal is to preserve the knowledge and practices gained, and to continue enhancing the English teaching and learning process from an early age.

The districts of Paihuano and Vicuña were the first to complete the We Learn program and form the We Learn Improvement Network. In 2024, the district of Puerto Natales joined the network.

School Attendance Program

This program seeks to reduce absenteeism and improve attendance in early childhood education.

We work with school administrators, school leaders, and educational teams to implement effective strategies that promote regular class attendance.

Because attendance is essential for learning, we work to foster a positive attendance culture in schools and preschools



Thanks to their relevant and coherent design – aligned with institutional objectives and the needs of the stakeholders involved – the three programs implemented by the foundation have become key elements in generating positive change in education, especially in the early years.



OUR Reach

IMPACT IN NUMBERS



UBC
Network

1
REGION IN CHILE

8
DISTRICTS + 1 Local
public education service
(SLEP) of Colchagua,
including 4 districts

139
BENEFICIARY EDUCATIONAL
INSTITUTIONS

977
TRAINED
PROFESSIONALS

3,796
GIRLS AND BOYS

Un Buen
Comienzo

1
REGION IN CHILE

5
DISTRICTS

17
BENEFICIARY EDUCATIONAL
INSTITUTIONS

105
TRAINED
PROFESSIONALS

488
GIRLS AND BOYS





WE LEARN



1

REGION IN CHILE



2

DISTRICTS



21

BENEFICIARY EDUCATIONAL INSTITUTIONS



55

TRAINED PROFESSIONALS



1,636

GIRLS AND BOY
(Pre-K to 2nd Grade)



WE LEARN Network



2

REGIONS IN CHILE



3

DISTRICTS



21

BENEFICIARY EDUCATIONAL INSTITUTIONS



89

TRAINED PROFESSIONALS



1,536

GIRLS AND BOY
(Pre-K to 4th Grade)





ATTENDANCE



16

REGIONS IN CHILE



311

DISTRICTS



1,417

BENEFICIARY EDUCATIONAL INSTITUTIONS



4,224

PRESCHOOL CLASSROOMS



1,842

TRAINED PROFESSIONALS



84,609

GIRLS AND BOYS





THE FOUNDATION OVER TIME

2006

- The Foundation begins offering English **workshops** from kindergarten to 4th grade in three public schools in Paihuano, benefiting 520 girls and boys.

2007

- The **Un Buen Comienzo** pilot is launched. It begins in pre-kindergarten and kindergarten at two municipal schools and two early childhood centers run by Junji and Integra in Peñalolén.
- **EIn the English project, the Foundation implements its own programs for 1st to 6th grade** in three public schools, approved by the Ministry of Education.

2008

- The first cohort of the experimental study of **UBC begins** focusing on public schools in Peñalolén.
- **An agreement between the Foundation and Harvard University is signed.** Andrónico Luksic, founder of the Foundation, and Drew Faust, President of Harvard University, sign an agreement to implement **Un Buen Comienzo** through 2011.
- **Six schools from remote areas of Paihuano join the English project,** expanding it to cover all levels of primary education, from pre-kindergarten to 8th grade.

2009

- The second cohort of the experimental **UBC study begins**, expanding the project to Maipú and Lo Prado.
- **The first edition of the English song festival Singing Under the Stars** is held in Paihuano.



2010

- The third cohort of the experimental study begins, with three additional districts joining UBC: Pudahuel, Estación Central, and San Ramón.

2011

- The first International Early Childhood Education Seminar, **Creating Opportunity, is held**. Its aim was to convey the importance of approaching early childhood with a comprehensive perspective.
- Under an agreement with the Ministry of Education, a new stage of UBC is launched in 28 schools in Chimbarongo, Codegua, and Rancagua, in the O'Higgins Region.
- The team of English teachers from Paihuano joins the National Network of Teachers of the Ministry of Education's English Opens Doors Program (PIAP).

2012

- The continuous improvement methodology is incorporated into UBC, and new schools from Estación Central and San José de Maipo in the Metropolitan Region join the program.
- Attendance begins to be addressed as a primary driver of the UBC program, promoting the creation and measurement of ideas to improve school attendance.
- The English project expands to the municipality of Vicuña, adding two more schools.

2013

- Three schools from Coinco and five from Machalí, in the O'Higgins Region, join UBC.
- Three new schools from Vicuña join the English program.



2014

- The district of La Pintana in the Metropolitan Region and nine other districts in the O'Higgins Region join UBC.
- The English project adopts a new name: **We Learn.**
- The RIE Digital Library is launched to provide educational teams with pedagogical resources.

2015

- The set of successful strategies to improve school attendance is packaged after being tested and measured in various educational institutions.
- The first International English Teaching Seminar, Expanding Opportunities, is held.
- Eight schools in the municipality of Coinco join the We Learn program.

2016

- Twenty-two schools from six districts in the O'Higgins Region and six schools from Cerro Navia in the Metropolitan Region join UBC.
- The document **Analysis, Results, and Proposals to Reduce Chronic School Absenteeism in Chile** is presented to the Minister of Education.

2017

- We lead the Interinstitutional Working Group on Process Quality in Early Childhood Education, bringing together 21 public and private organizations linked to education.
- We begin collaboration with Fundación Integra's Northwest Zone, improving attendance in four early childhood centers.



2018

- The book “A Good Start for the Children of Chile” is launched, compiling the program’s successful field experience and the results obtained between 2008 and 2015.
- The **Un Buen Comienzo Improvement Network** is created as a space for exchange and coordination of collaborative work among schools and districts in the O’Higgins Region, also including the district of Renca in the Metropolitan Region.
- The **We Learn Access** courses are created in collaboration with the United States Embassy in Chile, benefiting 32 students from Paihuano and Vicuña.
- The first Winter Camp is held at Liceo Mistraliano in Paihuano, enabling students to practice English in a playful way during their winter vacations.
- The website www.oportunidadenlinea.cl is launched, providing the entire national and Spanish-speaking educational community with educational resources tested in the programs.

2019

- Six new districts in the O’Higgins Region join **Un Buen Comienzo**.
- Collaboration with Fundación Integra expands to three regions of the country: Northwest Metropolitan Region, Valparaíso Region, and O’Higgins Region, to improve class attendance.
- As part of the Expanding Opportunities 2019 Seminar, the first mentoring activities take place with a delegation from Puerto Natales visiting the Elqui Valley.
- The We Learn program launches a pilot in the district of Puerto Natales, and We Learn Access students take on the role of tour guides during the solar eclipse.

2020

- Due to the pandemic, our programs provided support to schools and educational teams virtually.
- We launched the campaign “Participating is Learning”, encouraging children to engage in the learning experiences sent by educational teams to their homes.
- Radio segments were developed, reaching more than 180 stations from Arica to Magallanes: “With We Learn, I Learn English” and “Listening, I Learn”, aimed at developing children’s language skills.
- We launched the animated series “Let’s Play! With Mario and Ela”, broadcast on TV Educa Chile.

2021

- We launched the report “15 Years, 15 Contributions: Committed to Education in Chile”, a publication reviewing the foundation’s history.
- We carried out the campaign “You Have to Be There to Learn” to motivate the return to in-person classes, which was broadcasted on NTV, the cultural and family channel of TVN.
- For the first time, we designed and implemented the **Diploma in Leadership and Continuous Improvement** for directors of Junji VTF early childhood centers, in partnership with the Collaborative Center for Educational Leadership (C-Líder).



2022

- The UBC Improvement Network is internationally recognized among the 100 most impactful educational innovations in the world by HundrED.
- The School Attendance program is launched in partnership with Fundación La Protectora, working jointly with Junji at the national level.

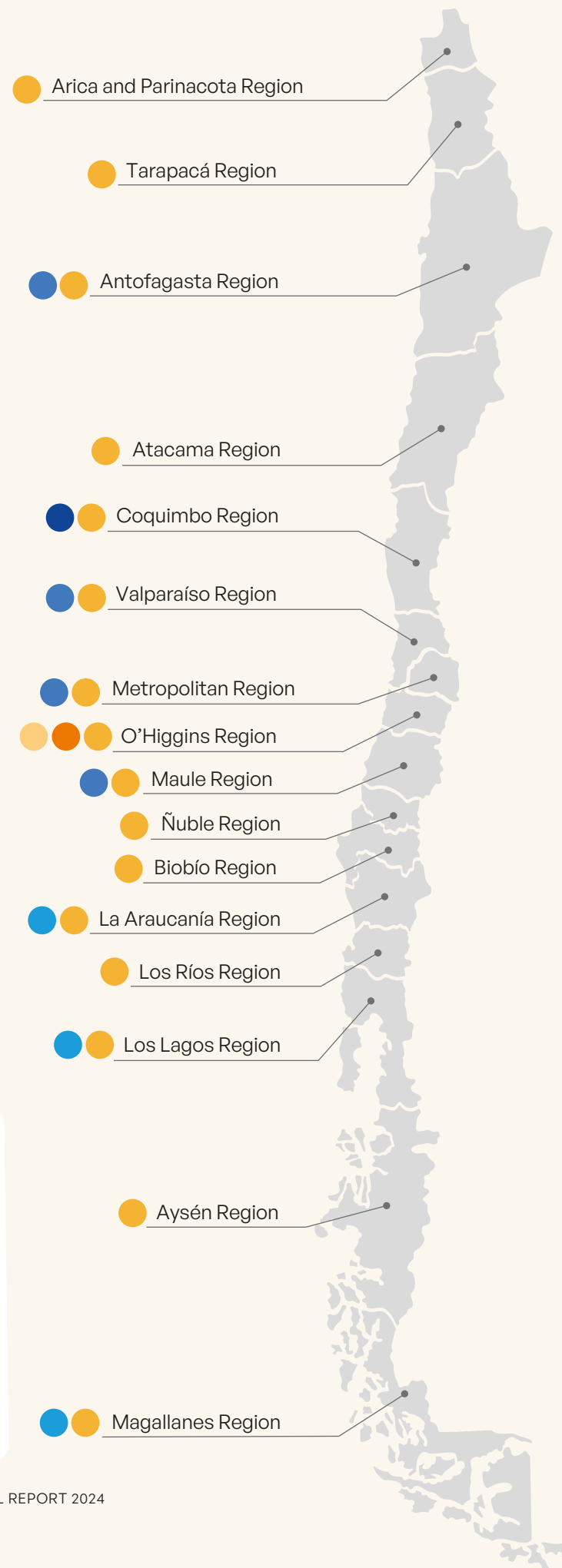
2023

- Implementation of the We Learn program begins in the La Araucanía Region.
- We carry out a quasi-experimental evaluation of the We Learn program in Puerto Natales, observing a significant impact on English learning.
- The School Attendance program expands to include Fundación Brazos Abiertos, Fundación Cristo Vive, DAEM Casablanca, Betterland School, and Integra in Arica and Parinacota, Valparaíso, and Rancagua.
- The campaign “Haz que Despeguen” is launched, rewarding the good attendance of 16 girls and boys from all regions of Chile with a trip to NASA.
- The INSA Chile Network is created. We bring together the Ministry of Education, UNESCO Chairs, the CIAE of the University of Chile, and the foundations Presente, Arauco, and Belén Educa.





TERRITORIAL IMPACT



- School Attendance Program
- UBC Program
- UBC Improvement Network
- We Learn Program
- We Learn Improvement
- Network



	SCHOOL ATTENDANCE	UBC	UBC NETWORK	WE LEARN	WL NETWORK	WL ACCESS	CONTINUOUS EDUCATION
 REGIONS	16	1	1	1	2	2	4
 DISTRICTS	311	5	Districts 8 + SLEP Colchagua (4 districts)	2	3	2	8
 SCHOOLS	1,417	17	139	21	21	4	54
 CLASSROOMS	4,349	24	234	83	112	4	54
 CHILDREN	84,609	488	3,796	*1,636	**1,536	60	2,778
 PROFESSIONALS	1,842	105	977	55	89	10	85

*Pre-K to 2nd grade
**Pre-K to 4th grade



The Programs

UN BUEN COMIENZO (UBC)

This program focuses on strengthening language development in children in Pre-K and K.

We work directly with preschool teachers, early childhood assistants, and school leaders, providing them with tools and strategies to improve the quality of early childhood education.

In UBC, we place special emphasis on the importance of effective classroom practices and the strategic use of instructional time.

We seek to ensure that educators maximize the time dedicated to meaningful learning activities, foster high-quality interactions, and create an environment of active participation.

We also work to strengthen leadership among school leadership teams to drive improvement.

All of this is aimed at creating rich learning environments where children can develop their language and socioemotional skills, preparing them for their future.

Key elements of the program

- Active and effective use of instructional time
- Effective, high-quality classroom interactions
- School attendance

“

We are very pleased with the work carried out in the province of Cardenal Caro. Over the past two years, educational and leadership teams have acquired new strategies to strengthen and improve children's learning, and this has been reflected in the results achieved.

”

Perla Chávez

Head of the Un Buen Comienzo Program and UBC Network

2024 RESULTS

We supported language learning for **488 girls and boys**

During 2024, the second year of the 2023 cohort was carried out, in which educational and leadership teams successfully implemented all strategies and improved language learning outcomes for **488 girls and boys**. This phase marked the completion of the program's implementation, and schools were invited to continue participating in a Network to sustain and build upon these achievements.

We improved the quality of pedagogical practices

Through training sessions, ongoing support, and the provision of complementary materials, early childhood educators and early childhood assistants enhanced their pedagogical practices by improving the quality of interactions — evaluated using the CLASS (Classroom Assessment Scoring System) tool. In two of the three CLASS domains, educational teams achieved significant progress:

In the Classroom Organization domain, scores increased by an average of 0.7 points, rising from 5.6 in May 2023 to 6.3 in November 2024.

In the Emotional Support domain, scores increased by an average of 0.5 points, rising from 5.6 in May 2023 to 6.1 in November 2024.

In the Instructional Support domain, results remained unchanged.





We increased the time dedicated to pedagogical activities

- Moments of active instruction — that is, instances where two or more children are interacting with a common goal and/or educators are directly engaged with them — increased significantly over the two years of program implementation. The average rose from 38% in March 2023 to 49% in November 2024 (measured with the Stallings Classroom Snapshot).
- Improvements in time use by early childhood teaching assistants were particularly noteworthy: the time they dedicated to active instruction increased from 26% to 43%, while the time spent on classroom management — that is, moments when teaching assistants are engaged in activities unrelated to learning objectives — decreased from 40% to 28%.

We contributed to improving attendance results

in Pre-K and K levels:



- **55%** (392 out of 717) of the girls and boys supported by their school's Attendance Committee improved their attendance.
- In 2024, **66%** of the children attended **85% or more** of the days from March to November — **14 percentage points** higher than in 2023.

in early childhood centers



- In 2024, **52%** of the children attended **75% or more** of the days from March to November — **10 percentage points** higher than in 2023.



We contributed to improving verbal language outcomes in Pre-K and K levels and early childhood centers



- Children in Pre-K increased their average achievement percentage from **49%** in March-April 2024 to **94%** in November 2024.



- Children in K increased their average achievement percentage from **62%** in March-April 2024 to **87%** in November 2024.



- Children in Early Preschool (3 years old) increased their average achievement percentage from **63%** in March-April 2024 to **90%** in November 2024.



UBC IMPROVEMENT NETWORK

The UBC Improvement Network is a space to ensure that what has been achieved in the UBC program continues to develop in the territory year after year, taking into account each essential element learned or developed during the program:

- La Implementation of strategies in effective interactions.
- Instructional time and attendance to support the language development of Pre-K and K children, with a strong emphasis on collaborative work.

The UBC Network relies on network meetings structured around data analysis, opportunities to share pedagogical or leadership practices, and collaborative decision-making.

For this reason, ensuring the representation of each school and stakeholder group is key.

“

The work within the network was a great opportunity to learn and grow professionally. Each meeting helped me perform my role better. One of the greatest achievements was the improvement in language assessments. The support and guidance provided to the teams helped further develop their practices and achieve good results. The biggest challenge was motivating the members of each team, however, maintaining their interest and commitment was key to continuing to make progress in the classrooms.

”

Susana Díaz
Early Childhood Assistant
Pichidegua



2024 RESULTS

We helped improve children's language outcomes



- Children in Early Preschool increased their average language test achievement from **74%** in March-April 2024 to **89%** in November 2024.



- Children in Pre-K increased their average language test achievement from **53%** in March-April 2024 to **84%** in November 2024.



- Children in K increased their average language test achievement from **63%** in March-April 2024 to **86%** in November 2024.

We improved attendance

Thanks to the implementation of universal classroom strategies and monthly Attendance Committee meetings led by each school's attendance coordinator, we reduced by 29 percentage points the number of Pre-K and K students with chronic absenteeism (missing 10% or more of school days in the year) compared to 2023.

These results are the outcome of the work carried out with territorial leaders, school communities, and families.

We trained and supported educational teams that joined the network in 2024.

336
classroom
support sessions



168
in person



168
virtual

More than 500 parents and guardians participated in the two family workshops held during the year—an initiative designed to help them support language learning at home.



WE LEARN

This program aims to promote English language teaching starting at age four, building on children's natural ability to learn languages in early childhood and recognizing English as a key tool for expanding their life opportunities.

We collaborate with teachers, school leaders, and the school community to implement innovative teaching practices that make learning English a meaningful and engaging experience.

We work with school communities, focusing on five key areas that, according to both international and local evidence, are essential for effective English learning:

Key areas for strengthening English learning

- Maximize the use of class time
- Foster interactions in English
- Promote leadership and continuous school improvement
- Increase exposure to English outside the classroom
- Improve school attendance



“

The foundation provided us with key pedagogical tools to improve student learning and strengthen our practices in early education, allowing us to move forward with greater confidence. It has been the most challenging year of my career, but also one of the most rewarding.

”

Claudia Fernández

English Teacher, Paillaco School
Pucón



2024 RESULTS

In 2nd grade, English test achievement increased by **20 percentage points** between March and November.

In 4th grade, English test achievement increased by **24 percentage points** between March and November.



We expanded our reach in La Araucanía

Ten public schools in Pucón joined the 11 schools in Villarrica to implement the early English language teaching program, which by the end of 2024 benefits a total of 1,636 children.

Through training, collaboration, and support sessions, English teachers and school community leaders were able to join the efforts of the district team to provide more and better opportunities for English learning to children in these two districts.

In Pucón, the work focused on:

- Transferring key concepts for English teaching from an early age
- Continuous improvement in education
- Use of data for decision-making
- Promotion of class attendance
- Leadership for improvement

In Villarrica (second year), the work focused on creating English improvement projects in each school.

Students from the Coquimbo and Magallanes Regions began the We Learn Access course.

A total of 61 students from Vicuña and Puerto Natales received scholarships to participate in We Learn Access, an extracurricular English course aimed at expanding learning opportunities for 10th- and 11th-grade students.

The We Learn Access course is offered through a partnership between the U.S. Embassy in Chile and Fundación Educacional Oportunidad. Both institutions provide a free, two-year English learning program for young people interested in strengthening their language skills in this area. By the end of the program, participants are expected to achieve a B1 level according to the Common European Framework of Reference for Languages (CEFR).





WE LEARN IMPROVEMENT NETWORK

This network seeks to promote collaboration among communities that have participated in the implementation of the We Learn program, in order to sustain the learning achieved and continue strengthening the English teaching and learning process from an early age.

The educational teams that were part of the network during 2024 worked around three main areas:

- Leadership and pedagogical reflection:** focused on strengthening school leadership as a driver of continuous improvement.
- Teacher and school leader development:** aimed at ongoing professional growth to foster better educational practices.
- Innovation projects:** designed to promote creativity and the implementation of innovative solutions in English learning processes.



RESULTS 2024

260 students were assessed in 2024 within the Network

Performance by skill

82%

listening

73%

reading and
writing

62%

speaking

We strengthened local leadership

With the goal of sustaining the improvement projects already embedded in the schools of the districts that are part of the Network, efforts were made to select and train designated school representatives to take on a leading role in ensuring continuity. They developed leadership skills through specialized support.

By the end of 2024, 100% of We Learn Network participants reported being satisfied with the implementation, and 78% said they would recommend it to their peers.





SCHOOL ATTENDANCE PROGRAM

This program aims to reduce absenteeism and improve attendance in early childhood education. We work with school administrators, school leadership teams, and educators to implement effective strategies that promote regular class attendance. Recognizing that attendance is essential for learning, we aim to build a positive attendance culture in schools and early childhood centers.

“

What I like about this project is that it sees each person as an individual. By using data, we were able to look at each case separately and address it in a way that was tailored to each one's needs. We invite everyone to take part because this project is truly beautiful.

”

Anny Iturra

Principal, Nuestra Señora de la Esperanza Early Childhood Center
Fundación Brazos Abiertos
Huechuraba

“

I leave with the conviction that attendance is not just a metric, but a reflection of the well-being and commitment of our educational community. I leave with the satisfaction of having seen families understand the importance of early childhood education and, above all, of seeing our children discover the joy of learning together.

”

Claudia Calcumil

Principal, Virgen de las Maravillas Early Childhood Center
Fundación Brazos Abiertos
Renca

KEY ELEMENTS OF THE PROGRAM

To achieve the program's objectives, we carried out actions associated with three main areas:

1. Promoting a culture of school attendance

Raising awareness within the educational community and society at large about the importance of children's attendance in early childhood education.

2. Reducing Chronic Absenteeism (CA)

According to national and international studies, chronic absenteeism can have serious consequences for children's current and future learning (Hedy Chang, Attendance Works). For this reason, preventing and addressing it requires working with individualized attendance data through a tiered model. This model is based on three levels of intervention:

1. Universal promotion and prevention strategies.
2. Targeted strategies for those with low attendance.
3. Intensive recovery strategies for those with severe absenteeism problems.

Kearney, C. A., & Graczyk, P. A. (2022).

3. Promoting an institutional culture based on continuous improvement

We promote the design, monitoring, and evaluation of an institutional attendance plan, which includes the set of successful strategies proposed by the foundation, as well as the systematic analysis of data to support assertive decision-making aimed at improving school attendance.





The attendance indicator makes it possible to track each child's cumulative attendance in order to apply intervention or recovery strategies effectively. The foundation provides a platform that facilitates access to this indicator and automatically alerts about the risk of absenteeism, enabling timely and relevant intervention.



SUCCESSFUL ATTENDANCE STRATEGY SET

The program includes a set of strategies called “Successful”, which have proven to have a significant impact on reducing chronic absenteeism.

1

Universal strategies: These include strategies to be applied across the entire classroom, aimed at motivating children, raising families' awareness of the importance of attending school, and preventing illnesses.

2

Individual and recovery strategies: These include strategies for children whose attendance falls short of the defined target or who have very high levels of absenteeism.

To define the strategies to be implemented, it is necessary to form the school attendance

2024 RESULTS

In schools and early childhood centers that completed two years of implementation, the number of children with chronic absenteeism (attending less than 90% of the year) decreased.

At the same time, the number of children with severe absenteeism (attending less than 85% of the year) decreased.

Transition levels:
From **65%** of children in 2023 to **42%** in 2024.

Early childhood centers:
From **93%** of children in 2023 to **87%** in 2024.

Transition levels:
From **52%** of children in 2023 to **37%** in 2024.

Early childhood centers:
From **85%** of children in 2023 to **74%** in 2024.



Our 2024 MILESTONES

HAZ QUE DESPEGUEN



We rewarded 16 children from across Chile for their good school attendance with a trip to NASA

Aware of the challenges involved in improving attendance in early childhood education, we launched — for the second consecutive year — the “Haz que Despeguen” contest, a nationwide campaign designed to motivate families, educational teams, and communities to promote the daily attendance of children at early childhood centers and schools.

As a result of the campaign, 16 children with outstanding attendance were awarded an educational trip to the United States to visit the Kennedy Space Center in Florida.

The campaign achieved broad nationwide reach, with more than 16,700 children aged 3 to 6 registered, reflecting the interest and commitment of hundreds of communities across Chile.

However, the true value of **Haz que Despeguen** lies in its ability to raise collective awareness, spark conversations, generate concrete actions, and strengthen the commitment of all actors in the education system to improve school attendance.

“

This trip is an invitation for the families of the winning children to dream big. This stage of life leaves a lasting mark on each child's educational trajectory, and as a foundation, we want to ensure that this impact is as positive as possible.

”

Yanira Alée

Head of the School Attendance Program,
Fundación Educacional Oportunidad

The initiative reached all regions of Chile with a key message:

Haz que Despeguen has become a high-impact, nationwide campaign that places the issue of school attendance at the center of the educational conversation, mobilizing schools, early childhood centers, districts, and local networks around a common goal.



“

The trip to NASA was a prize my daughter earned through her hard work and, at the same time, an incredible experience we'll always remember. Regular attendance in early childhood education has always been very important to us. My oldest son started preschool when he was just a few months old, and my daughter began attending when she was one. I can say they have learned so much. They're very well prepared to move on to first grade and pre-kindergarten.

”

Tracy Irrázaval, mother of Colomba González
Arica y Parinacota Region



“

We have always taught our children that attendance is the best way to learn. The experience was wonderful — from the moment we received the news, the excitement about visiting NASA began, and the whole family got involved in learning more about space. Vicente also developed a dream of traveling to the Moon, which we as a family hope to continue encouraging. Once at the space center, it was incredible to see the rockets and the Atlantis shuttle, but the best part was seeing the excitement on his face. When I saw his reaction, I felt that, in a way, he had fulfilled his dream.

”

Nicolás Soto, father of Vicente
Tarapacá Region



“

Visiting NASA was a dream come true. Before traveling, we watched many videos about the space center, but being there was a wonderful experience that we will remember for a lifetime. Attending classes every day is essential for children to learn valuable knowledge for their future, and this award that Emilie won was thanks to her motivation to attend school regularly.

”

Giselle Berna, mother of Emilie Pachao
Antofagasta Region



“

For us, it is essential to instill responsibility from an early age so that when they grow up, they have the tools they need to start their lives. The visit to NASA was a turning point. I never thought we would take a trip like this, where we gained knowledge and experienced moments full of excitement. We saw how the creators of Atlantis began their idea with a simple paper airplane and gradually made their wonderful project a reality. I am sure that Francisco will be a better person in the future, realizing that dreams really can come true.

”

Soledad Vega, mother of Francisco Tapia
Atacama Region



“

The experience we had at NASA was wonderful, and seeing the facilities exceeded our expectations. During the visit, I recorded many videos to show my son when he grows up so he'll always remember the moments we shared.

”

Karla Flores, mother of Bastián Tapia
Coquimbo Region



“

Seeing his excitement as he explored every corner, watching him learn about space and experience up close what he had only seen in books, fills me with pride. It was a world of possibilities opening before his eyes, further sparking his curiosity and his dreams. I know this experience will leave a lasting mark on his life and remind him that, with effort and dedication, anything is possible. That's why I encourage him not to forget that he was able to achieve this thanks to his good school attendance.

”

Carolina Buitrago, mother of Miguel Ángel Castaño
Metropolitan Region



“

I could say it was a magical trip that allowed us to share meaningful moments. My daughter is very happy about this opportunity. Her attendance at preschool allowed her to be one of the winners of this incredible prize, which for her meant discovering, learning, and setting new challenges—such as inspiring children in the Maule Region to know that simply by attending preschool every day, they can apply for a contest that might take them to NASA.

”

Francisca Lepuman, mother of Samantha Quisque
Maule Region



“

It was a unique experience, especially because of the way she sees and understands things. It is very different to stand in front of the Atlantis shuttle and explain to her that it is not only something like a plane, but that it can also reach space where the stars are. As a family, we know that early childhood education is important for her and that it is the foundation for her future schooling. We also instill in her that, no matter how big or unattainable her dream may seem, with effort she can achieve it.

”

Humberto Riquelme, father of Florencia
Biobío Region



“

Our experience at NASA was wonderful. Seeing the rockets up close was truly impressive. When you are there, listening to the story of how the first space rockets were designed over the years, and then suddenly the Atlantis appears, you are left speechless. My daughter felt like one of the astronauts—she even got to pilot a spacecraft! Her smile and energy that day were overflowing; every activity she took part in brought her new learning and experiences.

”

Pamela Bustamante, mother of Ágata Villaseca
Valparaíso Region



“

The trip to the Kennedy Space Center was an experience we will never forget. We enjoyed every moment shared with a wonderful group. Agustín was thrilled with everything he saw, especially when he got to interact with the simulators and take a picture with an astronaut. As parents, it is our responsibility to send our children to school and give it the importance it truly deserves. It's incredible how much they learn each day — even missing one day means one less day of learning.

”

Marcela del Río, mother of Agustín Reyes
Libertador General Bernardo O' Higgins Region



“

Visiting NASA brought us tremendous joy, as did touring each of its facilities, but seeing that look of excitement and surprise on Amalia's face will be unforgettable. And even though they are little children, they truly enjoyed the places they visited. Attendance in the school system from the earliest years of life is of the utmost importance, as it is the stage when they acquire their first knowledge. As parents, we have reinforced the importance of Amalia attending school every single day from a young age.

”

Camila Saavedra, mother of Amalia España
Ñuble Region



“

The experience was wonderful. With my son, we learned about rockets, toured NASA's facilities, played, and spent time with the other children and their mothers. We truly enjoyed every moment.

”

Ibania Guzmán, mother of Mateo Reyes
La Araucanía Region



“Going to NASA was a magical and beautiful trip. My son’s eyes sparkled every moment; he enjoyed the simulators to the fullest, but without a doubt, his greatest excitement came when he saw the real Atlantis shuttle that traveled into space.”

Alicia Cardozo, mother of Fabián Jiménez
Los Ríos Region



“The experience was truly enriching for us. Having had the opportunity to visit NASA, see wonderful things, and learn about the stars, rockets, constellations, and shuttles will be something unforgettable. In this place, my son was able to enjoy and live an experience on another level.”

Maira Molina, mother of Maximiliano Jara
Aysén Region



“In our family, preschool attendance has always been a priority, as it provides children with social skills and knowledge, and gives them greater confidence when they are adults. Fortunately, Magdalena loves her school and attends happily, but we also strongly reinforce in her the responsibility to follow through with the activity schedule set by the school. It was an incredible adventure.”

Jessica Flores, mother of Magdalena Barría
Los Lagos Region



“The whole trip was impressive. From the moment we left Chile until we arrived at the space center, we experienced unforgettable moments. My daughter was fascinated by the rockets and astronauts she was able to see as we toured the site.”

Valeska Márquez, mother of Caroline Estrada
Magallanes Region



2024 List of Winning Girls and Boys

REGION	DISTRICT	WINNER	SCHOOL	LEVEL	ATTENDANCE RATE First Semester
Arica y Parinacota	Arica	Colomba Jazmín González Irrazabal	Sombrerito Early Childhood Center	Early preschool	95%
Tarapacá	Iquique	Vicente León Soto Puebla	Audimed Iquique Special Needs School	Early preschool	100%
Antofagasta	Calama	Emilie Arlette Pachao Berna	Camino de Amor Special Language School	Early preschool	99%
Atacama	Vallenar	Francisco Gael Tapia Vega	Sara Bembow Villegas Elementary School	Pre-K	93%
Coquimbo	La Serena	Bastián Ignacio Tapia Flores	Mi Panal Special Language School	Pre-K	100%
Valparaíso	San Felipe	Ágata Magdalena Villaseca Bustamante	Greenland School San Felipe	Pre-K	98%
Metropolitana de Santiago	Santiago	Miguel Ángel Castaño Buitrago	Guillermo Matta School	Kindergarden	92%
Libertador General Bernardo O'Higgins	Navidad	Agustín Ignacio Reyes del Río	Confederación Helvética Elementary School	Pre-K	97%
Maule	Parral	Samantha Andrea Quisque Lepuman	Las Ardillitas Early Childhood Center	Early preschool	93%
Ñuble	Coelemu	Amalia Isabella España Saavedra	Villa Jesús de Coelemu School	Pre-K	98%
Biobío	Chiguayante	Florencia Emilia Ignacia Riquelme Sanhueza	Manquimávida School	Kindergarden	96%
La Araucanía	Gorbea	Mateo Nicolás Reyes Guzmán	José Victorino Lastarria School	Pre-K	91%
Los Ríos	Valdivia	Fabián Agustín Jiménez Cardozo	Príncipe de Asturias School	Kindergarden	100%
Los Lagos	Dalcahue	Magdalena Barría Flores	Gotitas de Luz School	Kindergarden	100%
Aysén del General Carlos Ibáñez del Campo	Coyhaique	Maximiliano Agustín Jara Molina	Francisco Xavier Butiñá School	Kindergarden	95%
Magallanes y de la Antártica Chilena	Punta Arenas	Caroline Amanda Estrada Márquez	UMAG Experimental School	Kindergarden	91%



WE PARTICIPATED IN THE INSA SEMINAR IN NEW ORLEANS



We were the only South American country to share its public-private partnership experience with Junji to promote school attendance.

“4 Continents and 4,000 Policies” was the panel that addressed the building of effective partnerships for sustainable policy changes that contribute to or seek to improve school attendance. In this context, we presented the program that the Junta Nacional de Jardines infantiles (JUNJI) has been implementing since 2022 across all 16 regions of the country, incorporating elements from our more than 12 years of experience.



We promoted the creation of the “EARLY CHILDHOOD EDUCATION” category in the GLOBAL TEACHER PRIZE CHILE



The Global Teacher Prize (GTP) is an initiative led in Chile by Elige Educar that recognizes the work of outstanding teachers and early childhood educators in the country. In 2024, thanks to our support and that of Fundación YA, the “Early Childhood Education” category was created. Thanks to this specific recognition for early childhood educators, the number of applications increased from 3 in 2023 to 61 in 2024.

“

It is very important because our role is valued and it generates activism around it. It makes us feel that we are not alone, that we have many people, many professionals who position Early Childhood Education – and that, ultimately, is what builds networks, joining forces to keep saying that we are teachers, we are educators, we make an impact, and we transform society.

”

Nayira Belmar
Winner, “Early Childhood Education” category
Global Teacher Prize Chile 2024



WE ORGANIZED THE INTERNATIONAL SCHOOL ATTENDANCE SEMINAR “CREANDO OPORTUNIDAD”

A proposal was presented to
reverse school absenteeism.



Child Psychology PhD David Heyne was the keynote speaker at “**Creando Oportunidad: Seminario Internacional de Asistencia Escolar**” organized by Fundación Educacional Oportunidad in April 2024, which was attended by **200 people**. The event also reached a peak of **269 participants** via the **live stream**.



SUPER ATTENDANCE STORIES

We launched a set of children’s
stories to encourage
attendance in **EARLY
CHILDHOOD EDUCATION**



The **Return**, **Emotions in Colors**, **The Garden**, and **The Orchestra** are the stories of the set.



With the goal of fostering a culture of school attendance from the earliest years, we created **four books featuring the character “Super Attendance”**, which are also available for free download at **fundacionoportunidad.cl**



Download them here

<https://fundacionoportunidad.cl/documentacion/cuentos-de-super-asistencia/>



We completed four years of implementing the
CERTIFICATION COURSE IN LEADERSHIP FOR CONTINUOUS IMPROVEMENT
FOR JUNJI-VTF PRESCHOOL DIRECTORS



The diploma was designed by the foundation and implemented in collaboration with the C-Líder Associative Leadership Center, led by the Pontifical Catholic University of Valparaíso, the University of Chile, and Diego Portales University.

In 2024, we achieved a certification of the diploma by the Center for Pedagogical Improvement, Experimentation, and Research (CPEIP), a department of the Ministry of Education (Mineduc), which will allow us to continue its implementation.



Between 2020 and 2024, we carried out four editions of this course, which strengthens leadership capacities for continuous improvement among directors of nurseries and preschools, as well as professionals from Local Public Education Services (SLEP) and Municipal Education Administration Departments (DAEM).

Thanks to the program's b-learning format, we trained:

140
professionals
from

- **4** Local Public Education Services (SLEP).
- **5** Municipal Education Administration Departments (DAEM)
- **JUNji and integra** in the regions of Antofagasta, Coquimbo, Valparaíso, Metropolitana, Biobío, and La Araucanía.





SINGING UNDER THE STARS



The Singing Under the Stars event began in 2009 as part of the cultural activities organized by We Learn in the district. Over the years, it has grown in popularity and has become one of the school community's favorite events.

Students participate by singing in English, developing not only their language skills but also their confidence in performing before an audience. Teachers and school staff play a key role in preparing the students, working on pronunciation

and supporting their personal growth through music and language.

In the latest edition, held in late November 2024, the festival explored the evolution of rock through the decades. Students performed iconic songs that defined different generations, taking the audience on a journey from the early days of rock to the present.



Benefits for the Entire Community

1. EDUCATIONAL DEVELOPMENT

Students improve their English language skills from an early age, which is particularly useful in a region with high tourist influx.

2. SOCIAL COHESION

The event involves teachers, students, families, and the community at large, fostering teamwork and pride in local achievements.

3. CULTURAL PROMOTION

Through the songs and themes presented, children explore and represent topics of global cultural interest, increasing their understanding of other cultures.





Collaborations

TOGETHER WE ADD UP: STRATEGIC ALLIANCES

We are working in a network with various organizations from the public and private sectors.

SUMAR SABERES



This public-private alliance for improving learning outcomes brings together more than 25 institutions and organizations, including international agencies, foundations specializing in educational improvement, research centers, and networks that support educational improvement. Sumar Saberes will create a nationwide map of programs that support learning improvement and will identify which initiatives work and the keys to their effectiveness, in order to help educational communities make decisions based on available evidence.

The alliance is made up of Fundación Anglo American, Fundación BHP, Fundación Educacional Oportunidad, Fundación Luksic, Fundación MC, UNESCO, UNICEF, IDB, CAF, the UC Center for Public Policy, the Center for Advanced Research in Education of the University of Chile (CIAE), the Directorate of Public Education, and the Education Quality Agency. It is also supported by the University of Oxford's Global Education Hub "What Works".

EDUCACIÓN INICIAL 2030



We are 50 organizations behind Educación Inicial 2030, an initiative that seeks to generate long-term impact on the quality and equity of early childhood education in our country.

In this space, we participate in the board and steering team, reviewing and generating proposals to highlight the importance of early childhood education.

ACCIÓN COLECTIVA POR LA EDUCACIÓN



We continue to participate actively in this alliance of 30 civil society organizations committed to quality, equitable, and inclusive education, working together to influence public education policy and generate large-scale educational change.

INSA NETWORK CHILE



The INSA Network Chile is a collaborative alliance of institutions and organizations dedicated to promoting and improving school attendance in Chile, with the purpose of encouraging regular class attendance and thus contributing to protecting the educational pathways of children and adolescents in our country.

Since 2023, Fundación Educacional Oportunidad has convened and brought together various stakeholders to form the only INSA school attendance network in Latin America. In 2024, this initiative was formally consolidated under the name INSA Network Chile, and was publicly presented for the first time at the national seminar on school attendance, organized by Fundación Educacional Oportunidad.

In 2024, the participating institutions in the network were: the Ministry of Education, Fundación Educacional Oportunidad, Fundación Belén Educa, Fundación Educacional Arauco, Fundación Presente, and the Center for Advanced Research in Education (CIAE).

POR UN CHILE QUE LEE



This public-private initiative aims to promote reading in Chile. Within this network, we take part in the Early Childhood Working Group, where we have raised the need to foster the enjoyment of reading from the earliest years, alongside language development and early literacy, while recognizing the key role played by educational teams, families, and the community.





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The Team

2024

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Deputy Manager Admin. and Management:

- Roberto Molina F.

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Coordinator of Networks and School Administrators:

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Program and School Administrator Coordinator:

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- Tania Venegas P.
- Valeria Romero H.
- Cristina Duarte M.
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Coordinators:

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- Diego Aldana B.
- Camila Mardones A.

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Coordinator of Attendance and Management Support:

- Yalí Horta H.

Coordinator of Attendance and Data Management:

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- Giovanna Méndez S.

Learning Transfer Coordinator:

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- Javiera Sotomayor G.
- Rodrigo Castillo R.

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Production and Logistics Coordinator:

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Corporate Image Coordinator:

- Claudia Bustos R.

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- Jacqueline Otey A.

Community Engagement Coordinator:

- Joselyn Manriquez A.

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- Rosa Castro P.

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- Teresa Espinoza M.

Administrative Assistant - Santiago:

- Ricardo Vidal M.

Administrative Assistant - Rancagua:

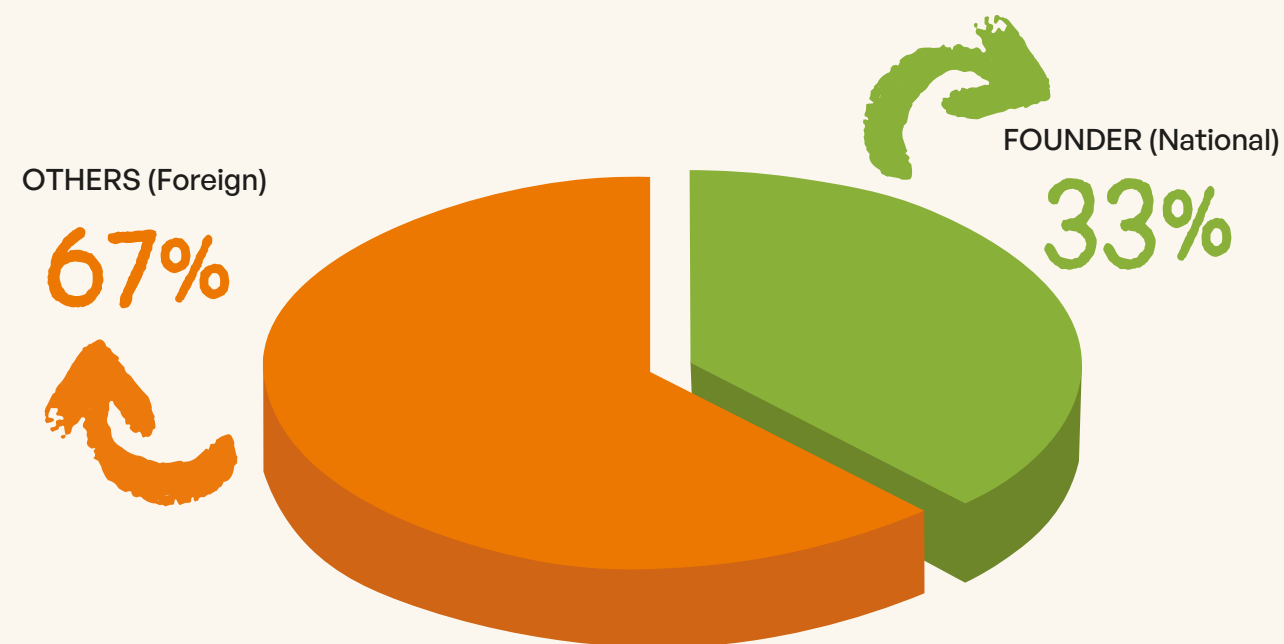
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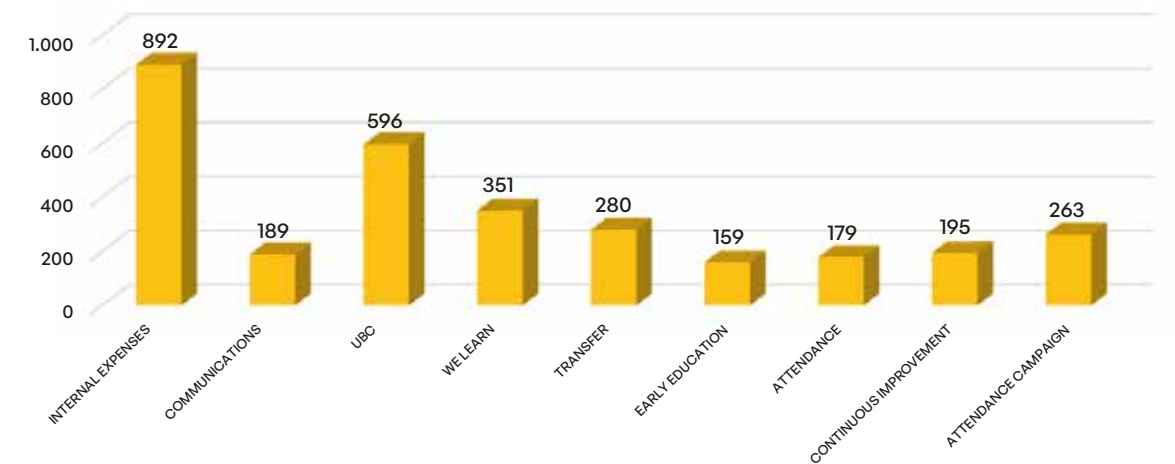
A look AT THE NUMBERS

Nominal Income from donations



Source: Accounting

Expenses for the 2024 period (CLP in millions)



Source: Accounting



ANNUAL REPORT **2024**