

2022 ANNUAL REPORT

# Fundación Educativa Oportunidad



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# Welcome

It is with great joy that we share the 2022 report that evidences the work done by the Foundation team in a year in which educational establishments were reopened, while coexisting with the health alert.







# Hard work

It is with great joy that we share the 2022 report that evidences the work done by the Foundation team in a year in which educational establishments were reopened, while coexisting with the health alert.

We verified the multiple learning, physical and mental health effects of the pandemic and lockdown over classroom teams and children in the country.

We also reflected on ways to implement projects and explore new strategies based on remote work experiences.

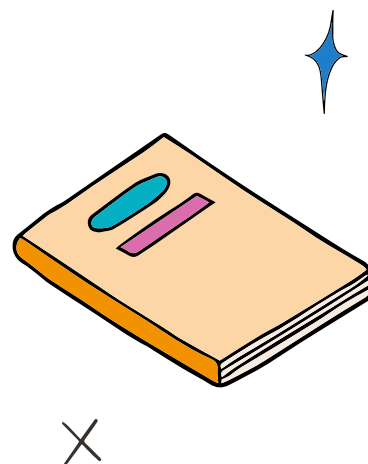
I invite you to review this document that covers the Foundation's support of educators, teachers and school leadership teams, to co-build strategies that comprehensively support the development of children in rural and urban areas. The Foundation specialists worked hard to promote language and communication skills in Spanish and English. More than 8,000 children learned and played thanks to active methodologies and the innovative work of their teachers.

I would like to highlight the Attendance program, which has been consolidated as a space of convergence, that includes proven methodologies to promote early childhood attendance, a robust supply of online training for classroom teams, applied research and a link with the INSA international school attendance network. Today we make this experience available to the school education system, in order to contribute to the reactivation of attendance and learning at the national level.

I hereby express my eternal gratitude for these years as the Foundation's chairwoman; a period of collaborative work and great learnings that I will lovingly cherish. I convey my best wishes to this exceptional institution and to each of the great people on the team.



**Claudia Peirano**  
Chairwoman 2018 - 2022





**Marcela Marzolo**  
Executive Director.

# A fruitful year

Dear friends of our Foundation:

With great joy I write these words that seek to convey what the year 2022 meant for our organization. What undoubtedly injected energy into the team was the possibility of returning to the field and having those precious workshops with the school communities. It was these same workshops that allowed us to ascertain the impact of the pandemic and, particularly, the prolonged closure of schools on children and youngsters, as well as on classroom teams, school leadership teams and families. In light of this situation, we responded by making ourselves available to the school communities, to accompany them in facing the challenges related to school attendance, as well as the recovery of learning and the socio-emotional assets of all those involved in the teaching experience.

Looking back, we can be extremely proud of our team's ability to be flexible, to listen, to innovate and to never lose sight of its purpose: the promotion of learning and the development of children and youngsters, from their early childhood education, through collaboration and innovation. We also admire the commitment and efforts of local school authorities, and the classroom and school leadership teams of the schools and kindergartens with which we work, who took on this challenge under an educational revival perspective.

Undoubtedly, there is a long way to go; therefore, as a Foundation, we will continue to jointly work with the educational establishments, local school authorities, civil society organizations

and the State, so that all students in our country can have positive schooling path, thus guaranteeing their right to receive quality education and develop their personal and social life projects.

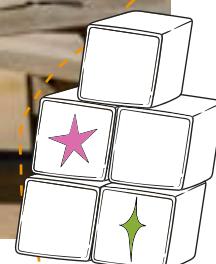


# A great challenge

It is with great pride that this year I took on the beautiful task of leading a tremendous institution such as Fundación Educacional Oportunidad. In this 2022 Annual Report you will be able to witness the major milestones of the past year and the important work done by our team for the benefit of the children. I am sincerely grateful for this opportunity, and I hope to contribute to the tremendous challenge that lies ahead for us, together with the great group of people that make up the Foundation.



**Ena von Baer Jahn**  
Chairwoman Fundación  
Educacional Oportunidad





# Challenges and achievements of 2022

This year, we collaborated with school communities to continue narrowing the gaps that the pandemic generated in the development and comprehensive learning of children and youngsters. Our main objectives were:

**1**

To help improve attendance in schools and kindergartens.

**2**

To adapt to the school communities' needs.

**3**

To offer new training and coaching proposals.

**Through our Attendance, We Learn and the UBC Network programs, we were able to jointly work with:**

**188**

schools

**348**

preschools

**424**

classrooms

**1.136**teaching  
professionals**8.304**students  
(through our WL and  
UBC programs)

**We were present in:**

**18**

districts

**5**

regions

In 2022 we implemented new partnerships and developed strategies to deepen the impact on public policy.



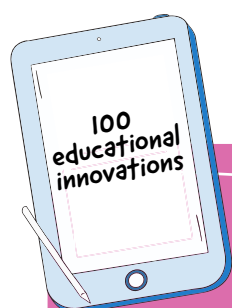
# Worldwide recognition

**THE UBC IMPROVEMENT NETWORK  
WAS AMONG THE WORLD'S 100 MOST  
IMPACTFUL EDUCATIONAL INNOVATIONS!**



The collaborative work led by the UBC Improvement Network was considered one of the most impactful and scalable initiatives in the world by HundrED, a global organization based in Finland, that disseminates educational innovations. The selected projects, which were researched by education experts from different countries, are included among their Global Collections and receive support in two ways:

*This recognition fills us with pride and confirms that the focus we have placed on this initiative since 2018 is on the right track.*



## Globally recognized:

chosen initiatives are showcased on their prestigious website..



## Providing visibility:

HundrED promotes and disseminates selected innovations through its channels and invites people to participate in its events.



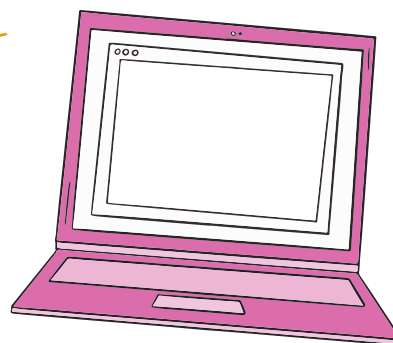




# Our programs

## WE ADAPTED TO THE NEEDS OF SCHOOLS AND KINDERGARTENS

As a Foundation, we worked so that during 2022 our programs and networks would serve as a support to recover the learnings lost during the pandemic, placing special focus on the return to face-to-face classes. In some cases, we relied on learning assessments and, in others, on the school communities' requirements. We placed our assessment tools, as well as our data and training platforms, at the disposition of families, teachers, pedagogical and leadership teams, and we helped schools and preschools address the challenges that they considered their priorities.





*For 17 years we have contributed to the strengthening of the school system with a focus on the development and learning of our country's students. We promote the development and learning of children and youngsters, from their early childhood education, by innovating and collaborating with others.*

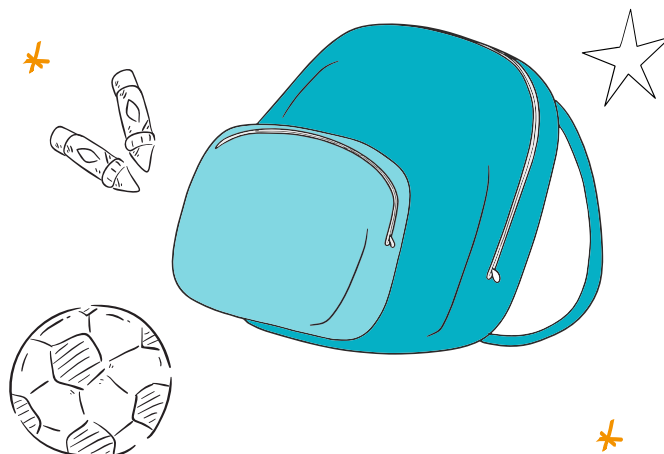


## Un Buen Comienzo (UBC)

### ENHANCING EARLY CHILDHOOD EDUCATION

A professional teacher and leadership development program that seeks to contribute to the improvement of the quality of early childhood education by supporting schools in the enhancement of teaching and leadership practices, so that children can achieve a comprehensive development. UBC addresses social-emotional and language development through the optimal use of time, the quality of interactions and the reduction of child absenteeism, based on evidence-based strategies. Additionally, it considers all the stakeholders in the system: school academic coordinators and principals, preschool teachers and aides, community leaders, and —since 2021— the Local Public Education Service of Colchagua.

The Un Buen Comienzo Improvement Network was created in 2018, as a space for exchange and articulation between schools and districts of the O'Higgins Region, and the district of Renca in the Metropolitan Region, seeking to promote early childhood education through collaborative work, thus impacting the children's learning at the early childhood level.





## We Learn

### ENGLISH IS A KEY TOOL

Since 2006, We Learn —our teacher and leadership professional development program— seeks to contribute to the improvement of the quality of English education from an early childhood stage, encouraging schools to collaborate and participate in networks to improve teaching and leadership practices.

The main grounds for its implementation are the relevance of local identity; classroom and leadership training; the promotion of reflection and innovation; and the collaboration networks that allow to articulate the contributions made by the various stakeholders within the teaching community.



## Attendance

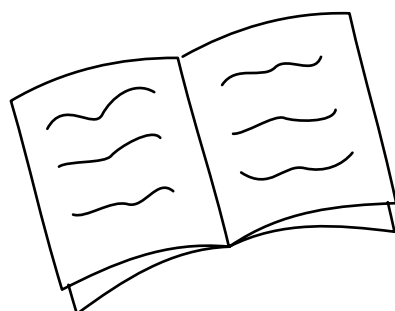
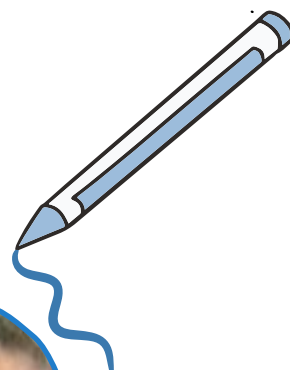
### INTERVENTION TO REDUCE CHRONIC ABSENTEEISM

The Attendance program seeks to increase the students attendance by emphasizing the multiple benefits of attending face-to-face classes at the kindergarten and school educational levels. It supports pedagogical leadership teams, providing them with a variety of tools and strategies. It also advises external organizations in the reduction of chronic absenteeism.





# Attendance Program



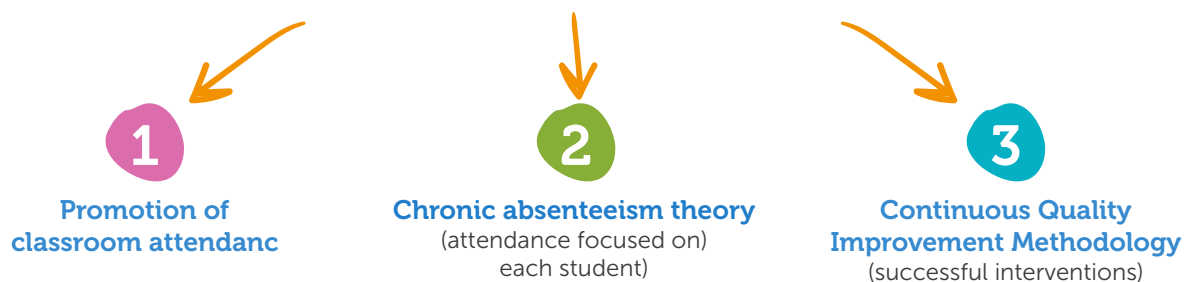




In 2022 we continued working to help reactivate face-to-face education after the pandemic. We provided tools to promote the children's classroom attendance and established the importance of monitoring each child's attendance during the year. We supported the UBC Improvement Network and the We Learn Program and implemented agreements with institutions such as JUNJI, reaching almost all regions of the country. We also continue to work with Fundación Integra and Fundación La Protectora de la Infancia, to whom we transferred our knowledge and tools to increase classroom attendance at the early levels. This helped us to gather information about how our strategies worked at the day care, mid-minor and mid-major levels, and make adjustments (0 to 4 years).

## 2022 Attendance Program

### INCREASING CLASSROOM ATTENDANCE THROUGH



### COLLABORATIONS

Internal programs



External institutions





### PARTNERSHIPS





# We expanded national scope through collaboration



YEAR 2021  **9.556**  YEAR 2022 **25.513**  
children children

 **188**  
schools

 **348**  
kindergartens

 **7.217**  
children in PreK  
and kindergarten

 **18.296\***  
children in  
prechool

 **1.803**  
educational  
professionals



\*Includes internal programs,  
external collaborations and  
partnerships



## OUR TOO

# Tracking of attendance data

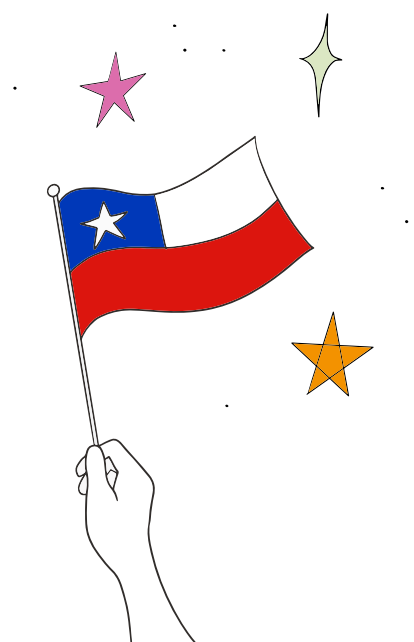
Attendance indicators remained considerably low in 2022, after the pandemic: six out of every ten children exhibited severe absenteeism in the preK and kindergarten levels, a stage of paramount importance in their educational trajectory, because it lays the foundations for comprehensive development. Addressing this situation was a great challenge for the Foundation and it was installed as one of our priorities.

Through our in-house programs and external collaborations, we resumed our work with the platform we created in 2018 and that incorporates an attendance indicator for each student, to identify each child's attendance percentage during the year (and not only for a given month).

We implemented a downloadable Excel plan for the establishments that are not part of our collaborations, where the pedagogical teams entered the attendance data and automatically obtained each child's attendance percentage, from March to the present date. This tool allowed for the timely detection of those exhibiting recurrent absenteeism, to promptly act.

## A contribution to public policy

In Chile, attendance is usually measured by taking the class average attendance percentage. As a Foundation, over a decade ago —and applying the chronic absenteeism theory as a reference— we made the decision to include an attendance indicator focused on each child. The good news was that in 2022 the Ministry of Education implemented this indicator and is currently sending bimonthly attendance reports, for each student, to all schools in the country. The foregoing allows to identify the children who are failing to meet the 85% required minimum attendance.





# Campaigns to disseminate the importance of attending classes

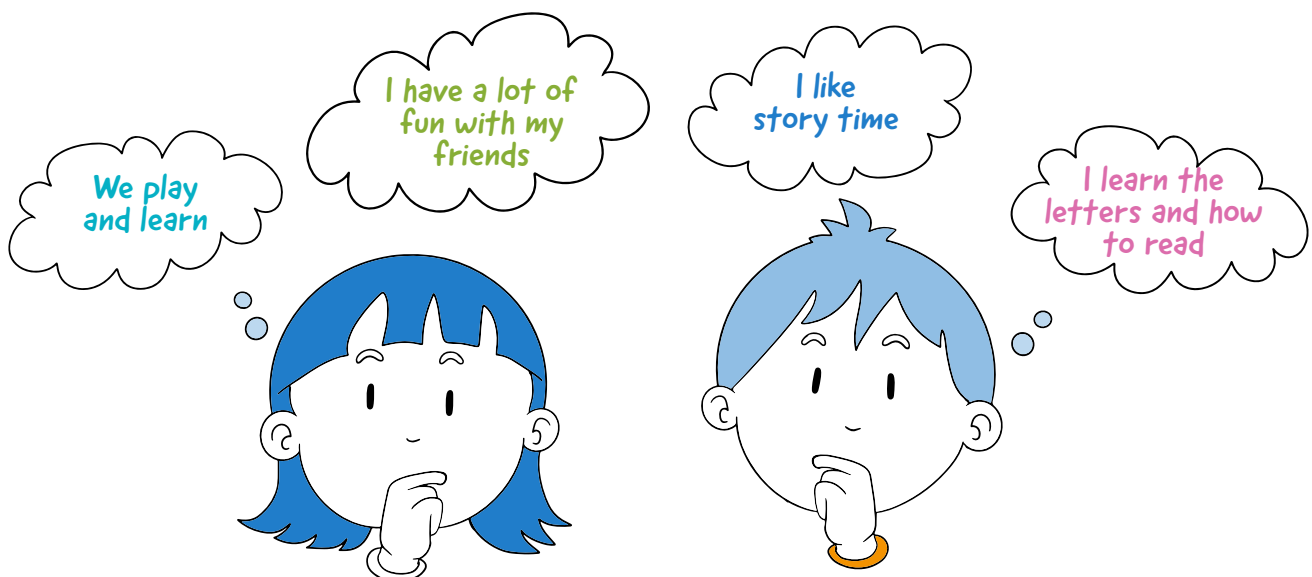
We designed a communications plan to raise awareness among families regarding the importance that children attend classes on a regular basis.

- \* **Social networks**
- \* **Radio campaign**
- \* **NTV animated series**
- \* **Letters and interviews in the national press**
- \* **Contests and prizes**

## WHY DO WE LIKE TO COME TO CLASS?

To promote attendance from the early levels, we invited the schools and preschools of the UBC Improvement Network, We Learn and Fundación La Protectora de la Infancia, to send a video where the children shared what they liked most about going to class. We provided wonderful prizes to celebrate community participation!

### I like to go to classes because...







## Attendance ambassadors campaign

We launched the #WeMustBeThere #EachDayCounts campaign jointly with the organizations that comprise Acción Colectiva por la Educación, the UC School of Government and the Fundación Presente. Through it, we broadcasted more than 16 videos where managers from civil society organizations, public services and public educational establishments highlighted the importance of attending classes. The Minister of Education also participated! What was most valuable about this campaign was that authorities, opinion leaders, educators and school leadership teams weighed in on the importance of school attendance, acknowledging it as a challenge that summons us all.





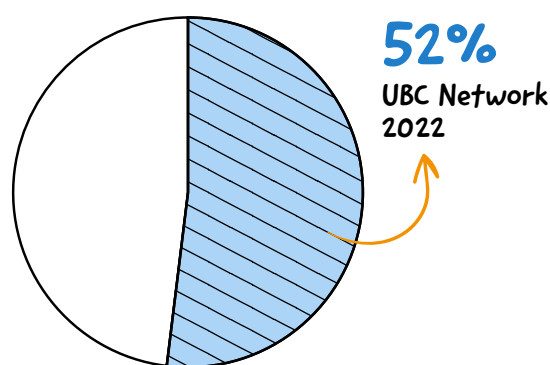
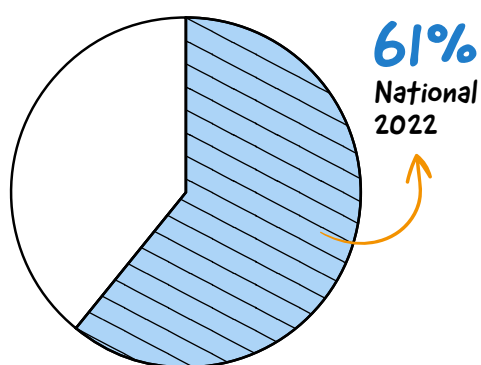
## We improved attendance

The schools and kindergartens that participated in our programs achieved better attendance numbers than the national average.



### 2022 EARLY CHILHOOD EDUCATION ATTENDANCE DATA FOR SCHOOLS

Percentage of NT1 and NT2 children with severe absenteeism (less than 85%).

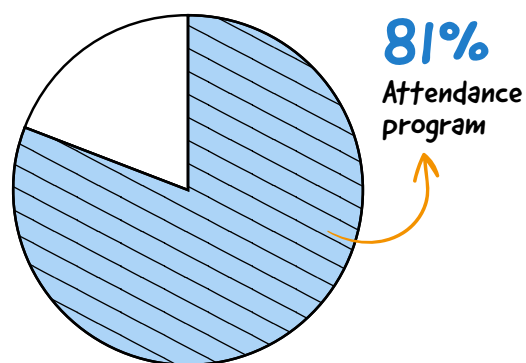
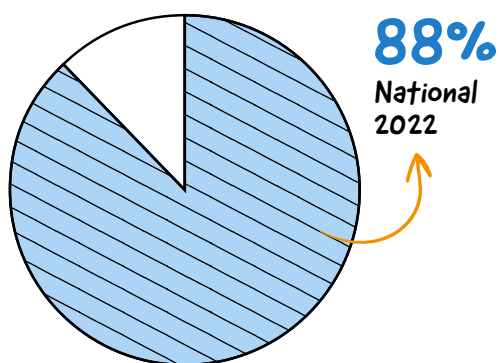


Data for our own PK and K programs.



### 2022 EARLY CHILHOOD EDUCATION ATTENDANCE DATA FOR PRESCHOOLS

Percentage of preschool children with severe absenteeism (less than 85%).



Data for preschools from all collaborative initiatives, except JUNJI.



As a country we face the great challenge of bringing the children and teenagers that have been excluded from the system back to the classrooms, and to continue improving systematic classroom attendance benchmarks, because schools must represent a privileged and safe space, in order to mitigate the pandemic's effects on learning, coexistence and mental health. This considerable challenge requires the joint effort of the state, families, educators and civil society. In this regard, I would like to highlight Fundación Educacional Oportunidad's role and its contribution to teaching and leadership practices, even more so in Early Childhood Education, an essential level for children's socio-emotional development and bonding, through collaborative and integrative approaches that unite both public and private efforts"

Marco Antonio Ávila  
Chile's Minister of Education





# We collaborated to expand attendance across the country

## We partnered with JUNJI

The pandemic affected the entire education system, particularly the children with poor or no connectivity and who lacked electronic devices, and whose schools and kindergartens remained closed for an extended period. To share our strategies and methodologies and improve attendance numbers, we collaborated with the National Preschool Board JUNJI - a public body whose mission is to deliver quality early childhood education and comprehensive well-being to children, preferentially between ages 0 and 4- on the pilot program "Strengthening attendance culture", through which we aimed to promote the return of children to early childhood education. As part of this initiative, JUNJI included the child-specific indicator in its GESPARVU attendance registration system, implementing in 14 regions.



In 2022, we delivered five training sessions to mid-level teams, territorial technical consultants, assistant directors from each of the regions, and preschool principals, addressing the chronic absenteeism indicator as well as the importance of intervening at the individual level through the attendance committee. Each region's territorial technical consultants and assistant directors were coached during the second semester, to provide support over the pilot program's follow-up in their respective districts.

This collaboration is key for the foundation because it is a project created by JUNJI, an institution that took our strategies and methodologies, and adjusted them to its own reality and policies, thus contributing to a sustainable knowledge transfer. We will onboard new preschools in 2023 and include all the country's regions.





## Scope for 2022

JUNJI included the attendance statistic for each student in its GESPARVU attendance registry, which it applied in 14 regions of the country.

### Valparaíso Region

JUNJI

### Maule Region

JUNJI

### Ñuble Region

JUNJI

### Araucanía Region

JUNJI

### Los Lagos Region

We Learn Program  
JUNJI Attendance  
Program

### Aysén Region

JUNJI

### Magallanes Region

We Learn Program  
JUNJI Attendance Program

### Arica and Parinacota Region

JUNJI

### Tarapacá Region

JUNJI

### Antofagasta Region

JUNJI

### Coquimbo Region

We Learn Program  
JUNJI

### Metropolitana Region

UBC Improvement Network  
JUNJI Attendance Program

### O'Higgins Region

UBC Improvement Network  
JUNJI Attendance Program

### Bío Bío Region

JUNJI

### Los Ríos Region

JUNJI



The National Preschool Board (JUNJI) is a public body whose mission is to deliver quality early childhood education and comprehensive well-being to children, preferentially between ages 0 and 4. It prioritizes families with greater socioeconomic vulnerability, through a diverse programmatic offer that is relevant to territorial contexts.



“

This partnership has allowed us to generate a model for the transfer of strategies and methodologies that the foundation has developed in its programs, and the possibility of expanding their scope through collaboration has been most satisfying for us. I also highlight the fact that JUNJI has enriched the proposal, adjusting it to its context and impacting thousands of children throughout the country on an issue as relevant as early childhood education attendance.”

Marcela Marzolo

Executive Director Fundación Educacional Oportunidad



## The scope of the agreement with JUNJI

\* **5**

training  
instances

\* **321**

educational  
centers

\* **628**

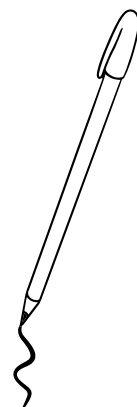
trained  
professionals

\* **14**

regions

\* **17.374**

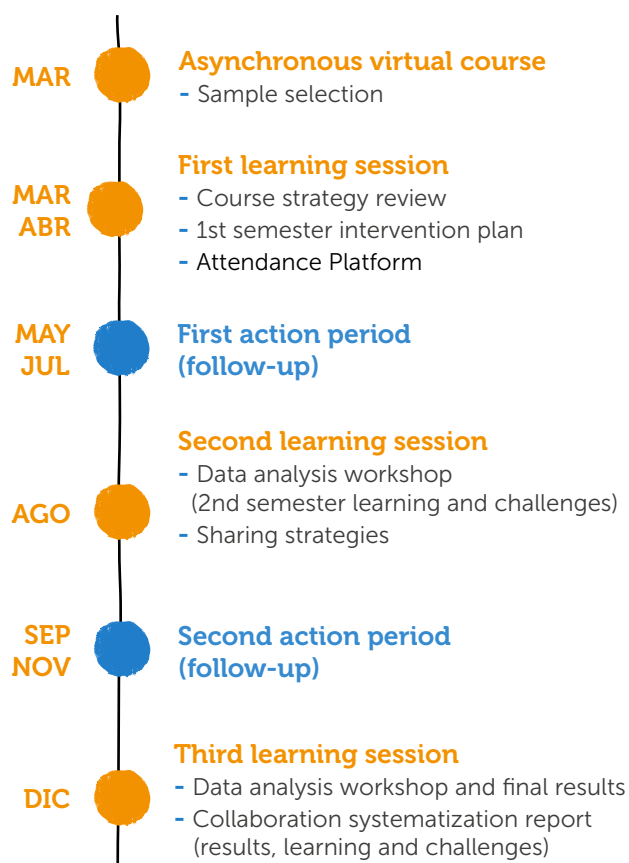
children in JUNJI  
establishments





## We collaborated with Fundación Integra and Fundación La Protectora de la Infancia

We also collaborated with Fundación Integra - Integra is one of the main providers of preschool Education in Chile; it is a private non-profit organization in the Valparaíso and La Araucanía regions and with Fundación La Protectora de la Infancia - The Protectora de la Infancia foundation aims at providing high-quality education at all levels, offering assistance and support to children and young people in situation of vulnerability- in the Maule, Bío Bío and the Metropolitan regions, to whom we transferred strategies and methodologies to promote attendance through a model that had the following milestones:



FUNDACIÓN  
LA PROTECTORA

✧ **118**  
trained  
professionals

FUNDACIÓN  
INTEGRA

✧ **75**  
trained  
professionals

"The Foundation not only delivers technical tools, but also the materials, and that makes the work much easier. Having the opportunity to identify critical attendance cases and be able to take action, is truly valuable."

**Claudia Fuentes**

Principal of the Buen Pastor  
preK of La Pintana  
Fundación Protectora de la Infancia

"This partnership has allowed us to understand the extent of our responsibilities regarding learning and development processes, to face children's absenteeism. We have taken on our transformative role through reflections, work sessions and our experience, favoring the implementation of different strategies within preschools."

**Loreto Barbieri**

Regional Director  
Fundación Integra - Valparaíso



# We identified successful attendance practices

During the various training instances that we held during the year with schools and kindergartens, we identified several ideas that they themselves developed to promote attendance. Some examples are:

**1**

Fun Friday: A themed day to motivate children to attend classes (e.g., crazy hairstyle day, costume day, etc.).

**2**

Information for the families regarding how important it is to attend school or kindergarten (informative diptych, videos of children engaging in learning experiences, bulletin board, daily and monthly traffic lights).

**3**

Videos of children encouraging those who did not attend classes.

**4**

Infographics with disease-prevention information.







# We are part of a worldwide attendance network



As a Foundation, we took on the challenge of positioning Chile as a significant player regarding attendance issues. To that end, since 2021, we have participated in The International Network for School Attendance (INSA), an organization that promotes school attendance worldwide. To do so, it compiles, generates and disseminates information and intervention strategies. Chile is the first South American member of this network of 18 countries and our participation will allow us to link our experience with that of its other members.

In October we participated in INSA's international congress in the Netherlands, where our team presented the paper "Chile: Universal collection, open access, and innovation in the use of attendance and absenteeism data", which was published in a special edition of the *Orbis Scholae* journal, in collaboration with INSA. In addition, we delivered a workshop where we shared resources, presented our measurement system and simulated an attendance committee to show how teams can take specific measures to combat chronic absenteeism through the Continuous Quality Improvement methodology. Participants

then divided into groups and they themselves staged a committee, analyzing the data and proposing intervention strategies.

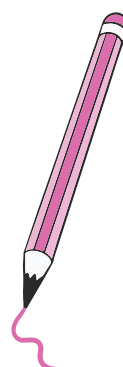
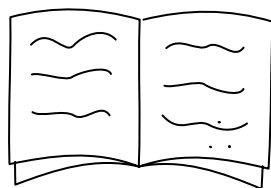
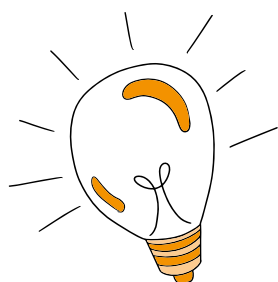
Moreover, we will host the INSA website where we will update one of its sections (My Country) with attendance data from Chile as well as information of the public and private organizations addressing this issue.



***This international collaborative work offers the foundation the possibility of being up-to-date with the latest initiatives on issues of school attendance, to share Chile's experience —which may be relevant in similar contexts— and to play a prominent role in the international conversation on how to improve school attendance.***



# We Learn





# A new implementation design

In 2022 we pushed a new program design that shall be implemented in 2023. The priority is to improve the English level of students in public schools of highly touristic districts, collaborating with school communities in enhancing teaching and leadership practices for language teaching from an early age. According to strategic planning, projected up until 2027, the program will be implemented in seven districts, benefiting nearly 6,000 students.



## 2027 Projection

# 7

districts

# 5.800

students

## WHAT ARE WE LOOKING FOR?

# 1

To develop and promote sustainable English language improvement projects locally.

# 2

To promote continuous training and peer collaboration to generate improvement networks.

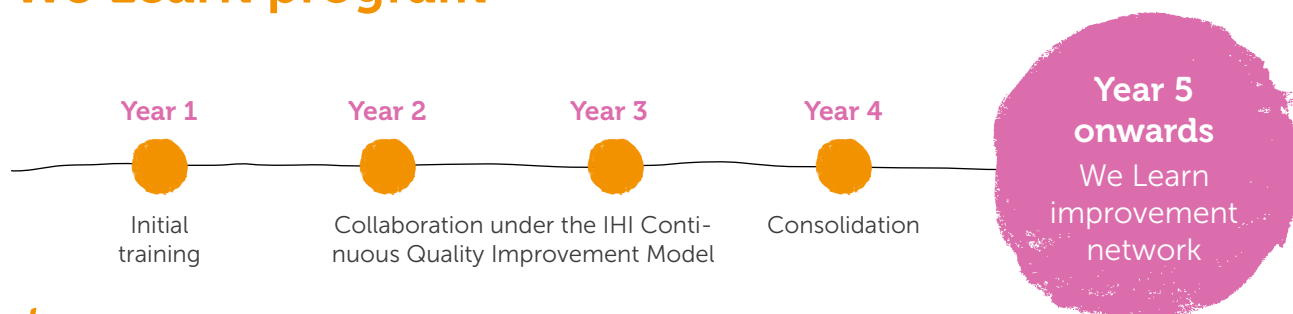
# 3

To promote the learning of English as a communicative tool for personal and territorial development.





## Implementation of the We Learn program



We have incorporated the Continuous Quality Improvement methodology since the year 2011, with the advice of the Institute for Healthcare Improvement (IHI), allowing us to test ideas and adjust them to different contexts, thus ensuring local relevance and applicability. Moreover, it encourages evidence-based decision-making and promotes the sustainability of good practices.

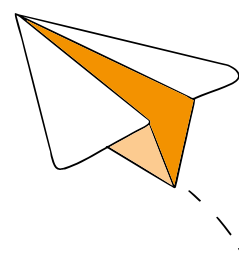
## Our projection

|               | We Learn Implementation   | WL Improvement Network   | Total students        |
|---------------|---|--|-----------------------|
| * <b>2023</b> | Natales, Puerto Montt, Villarrica<br><b>3 boroughs</b><br><b>2,800 students</b>     | Paihuano, Vicuña<br><b>2 districts</b><br><b>1,000 students</b>                                    | <b>3.800 students</b> |
| * <b>2024</b> | Puerto Montt, Villarrica, District X<br><b>3 districts</b><br><b>2,800 students</b> | Paihuano, Vicuña, Natales<br><b>3 districts</b><br><b>2,000 students</b>                           | <b>4.800 students</b> |
| * <b>2025</b> | Puerto Montt, Villarrica, District X<br><b>3 boroughs</b><br><b>2,800 students</b>  | Paihuano, Vicuña, Natales<br><b>3 districts</b><br><b>2,000 students</b>                           | <b>4.800 students</b> |
| * <b>2026</b> | Villarrica, District X, District Y<br><b>3 districts</b><br><b>3,500 students</b>   | Paihuano, Vicuña, Natales, Puerto Montt<br><b>4 districts</b><br><b>2,300 students</b>             | <b>5.800 students</b> |
| * <b>2027</b> | District X, District Y<br><b>2 districts</b><br><b>2,000 students</b>               | Paihuano, Vicuña, Natales, Puerto Montt, Villarrica<br><b>5 districts</b><br><b>3,800 students</b> | <b>5.800 students</b> |



# We worked to build the We Learn Improvement Network

Thanks to the We Learn Improvement Network, that will operate starting 2023, we will be able to continue working with schools that have already completed the program. We built this format in 2002, jointly with the schools of Paihuano and Vicuña, that have been collaborating with us for the longest time. In addition, we worked to support the English teaching in rural multi-grade schools. The purpose of this network is to promote collaboration among the school communities of touristic districts that have participated in the We Learn Program to enhance the English-learning process from an early age.



**It was very important for us as a Foundation to give ourselves the time to co-build this format jointly with the schools that had been in the program for the longest, in order for the actions we conduct in this space to be relevant and suitable to the territorial development of English teaching. We are most grateful for the support of the classroom and school leadership teams that laid the foundations of this new network."**

Paz Collao

Head of the We Learn program







## Process

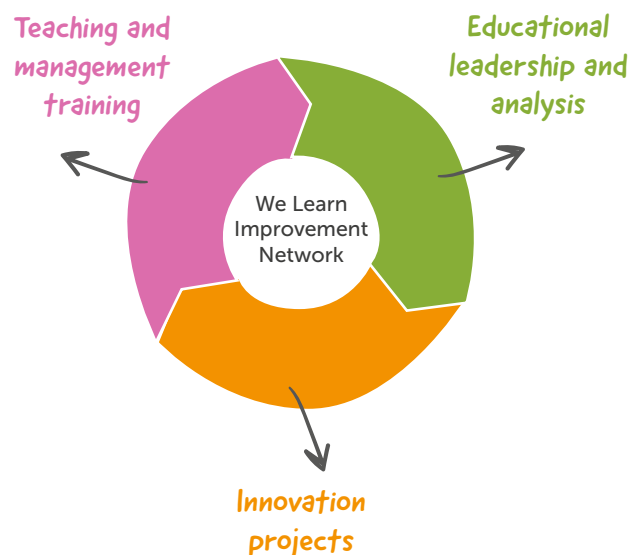
Brainstorming, interviews, surveys and coaching sessions were held during 2022, to jointly design the way in which this new network will operate. The three lines of work were: teacher and leadership training, instructional analysis and leadership, and innovation projects.

✧ **15** participating schools of Paihuano and Vicuña

✧ **4** collaborative instances

✧ **2** surveys to co-build the network's design

### LINES OF WORK



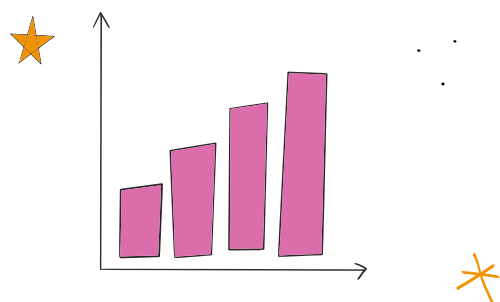
## Survey

✧ **88%**

believes that belonging to the network will allow them to continue improving the English teaching in their school.

✧ **88%**

highlights that decision-making was largely participatory and democratic.



## New logo

We also voted on the new logo!  
You can see it here:





# We created an instrument to evaluate English in multi-grade school

As a Foundation, we realized the importance of considering the challenges of rural multi-grade schools in our We Learn program. There are almost 300,000 children in Chile who study in these schools, which are different from traditional ones and which have their own needs. Rather than adapting our method, we decided to design a new one, tailor-made to support English teaching in rural education.

It was relevant to do so together with the professionals who work in these schools every day.

We began this journey with one of the most important actions of the program: measurement. In 2022 we began working on an English language assessment system

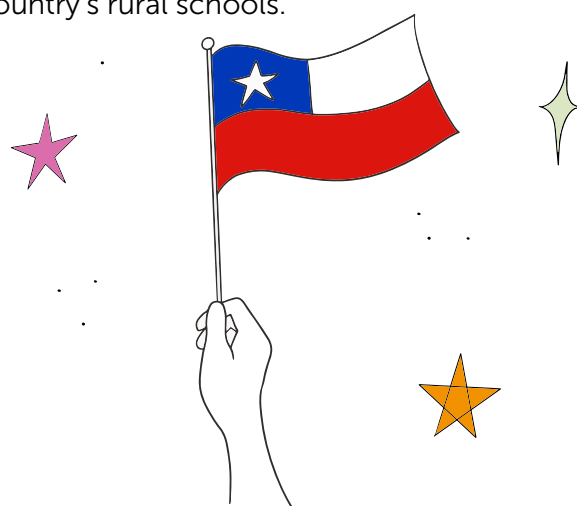
that would be useful for making decisions within this context. This will allow us to obtain data to analyze and recognize the students' strengths and generate improvement projects, in accordance with their needs.

We designed an adaptive and standardized instrument to implement a diagnosis and then monitor the English level of students in multi-grade schools, from first to sixth grade. This process was conducted in collaboration with the Chañares consultancy firm and with the schools of the Gabriela Mistral (Paihuano) and El Elqui (Vicuña) Microcenters.

This instrument shall be tested in 2023 in order to make adjustments and in the future, it will be delivered as an input that benefits our country's rural schools.

“The creation of this instrument is a great milestone. It will not only benefit students who are educated under this paradigm, but also allow teachers to collect reliable information, so they can implement improvements and incorporate strategies that benefit English teaching in the rural context.”

Karla Raipan  
We Learn Coach





## WE LEARN ACCESS

# Improving English in high school education

Thanks to this extracurricular course, which we delivered in collaboration with the U.S. Embassy in Chile, 36 high school students were awarded scholarships to enhance their English linguistic skills. We Learn Access was implemented in the Carlos Mondaca school and the Edmundo Vidal Cardenas school (Vicuña), as well as in the Gabriela Mistral and Luis Cruz Martinez schools of Puerto Natales.

The goal is that, after the two years of enrollment in the program, students may surpass the B1 level of the Common European Framework of Reference. At this level they will be able to present themselves, talk about every day and personal issues, describe images and people, understand short and long texts of medium complexity, write informal communications, express opinions on specific topics and understand medium-length discourses.

# 2022

4  
groups

72  
students

180  
English hours  
per year

5  
educational  
excursions

2  
summer  
camps





## Educational excursions

The program included visits to museums and cultural sites, meetings with local authorities and a year-end camp, where only English was spoken.



"Fundación Educacional Oportunidad warmly welcomed students and taught us very well. This is most helpful and we are delighted to be included."

**Carlos Andrade**

Student of the Edmundo  
Vidal Cardenas School

We Learn Access Scholarship Holder



"We Learn is a very important opportunity provided to many school classmates and myself. It is a contribution to our studies, considering the importance of the English language, more so in the Valley, which is a tourist attraction."

**Eliana Godoy**

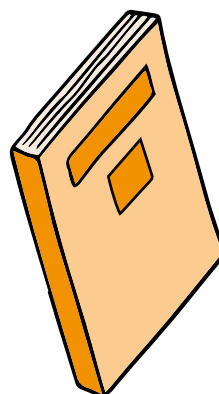
student of the Carlos Mondaca school  
We Learn Access Scholarship Holder







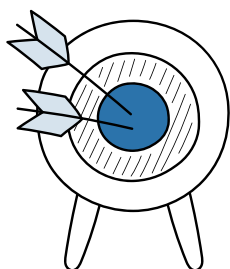
# UBC improvement network







# The four pillars of the Improvement Network



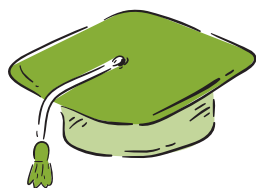
## Leadership

Promoting the leadership and participation of the members of the UBC Improvement Network, in order to enhance continuous spaces for improvement of teaching and leadership practices.



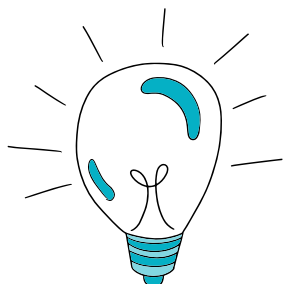
## Collaboration

Increasing communal and inter-communal interactions to enhance collaboration within the UBC Improvement Network.



## Training

Supporting the training of Community Improvement Teams and members of the UBC Improvement Network in matters related to early childhood education, leadership and Continuous Quality Improvement.



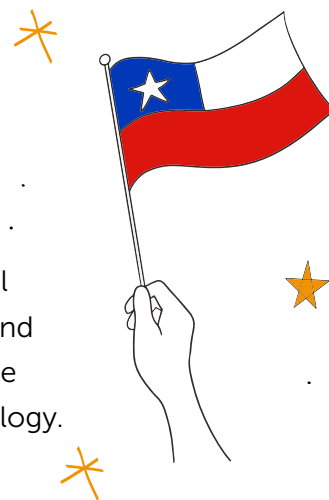
## Innovation

Promoting, identifying and developing educational innovation with members of the UBC Improvement Network.



# We strengthened local leadership

This year the UBC Improvement Network sought to strengthen local leadership, acknowledging that its members are the ones that can find the best answers to existing problems, through collaboration and the constant support of the Continuous Quality Improvement methodology.



## Preschool aides

We enhanced their instructional role and their leadership within local networks by conducting several workshops. 100 preschool aides actively participated.

## Attendance Managers

They are the representatives of each district, who worked for the return of face-to-face attendance in schools and kindergartens. Four meetings and a year-end closing lunch were held.

## Communications Managers

They were in charge of disseminating the work conducted in each territory through videos and posts published in the Network's Facebook group, which has more than 500 members. They also participated in virtual workshops and trainings that provided them with tools to improve publications.

## Local Improvement Managers

Five training sessions and two coaching sessions were conducted in 2022, to provide them with Continuous Quality Improvement tools with the goal of allowing them to lead the design, implementation and monitoring of their respective communal improvement plans.

### To improve leadership, we organized:

**58**

coaching sessions

**57**communal  
meetings**1**inter-school  
visit**10**establishments  
showcased teaching  
practices**45**establishments  
learned of new  
experiences



# We promoted collaboration spaces

Collaborative efforts in 2022 were aimed at recovering learnings, after the pandemic. It was one of the Foundation's greatest goals, along with increasing face-to-face attendance and supporting the Children's development and socio-emotional well-being.



## Monthly meetings of local networks

Each local network co-designed and monitored their improvement plan, focusing on language learning. These plans aimed at improving attendance, effective interactions and socio-emotional well-being, among other issues, all in consideration to local needs. 57 meetings were held. Several collaborative work spaces were established, in order to improve in the areas that were outlined in the Network plan.

The following goals were sought for 2022:

### Regarding language:

- That at least 80% of children reach an advanced verbal language level.

### Regarding attendance:

- Getting children in preK and kindergarten to reach an attendance of 85% or more during the year.
- Getting children in nursery schools to reach an attendance of 60% or more during the year.

## visits among schools

123 members of classroom teams participated in the visits, where they shared successful strategies. They mainly focused on learning, socio-emotional scopes and the promotion of class attendance.

## Intercommunal meeting

It was generated to strengthen the work of the districts that will soon be included in the Local Public Education Services. The focus was on collaborative work and on generating a space of connection that is based on needs and common strengths, between the districts of Pichidegua and San Vicente de Tagua Tagua. 70 people attended from 32 establishments.

## Learning sessions

Their goal was to share the results and provide visibility to the work done by the school teams. It brought together more than 350 people including heads of corporations, municipal and SLEP Colchagua local school authorities, principals, preschool teachers and aides.

## Colchagua Local Service

The first local service in the O'Higgins Region joined the UBC Network in October 2021. Since then we have developed steady collaborative work efforts to strengthen a new model for the new public education. During 2022, we worked as a territory, furthering the trust and sense of belonging to the network in Chimbarongo, Nancagua, Placilla and San Fernando, the four districts that comprise SLEP Colchagua, based on a co-designed Network Plan, consistent with the Local Annual Public Education Plan (PAL).



# Educational innovation used for the servicing of needs

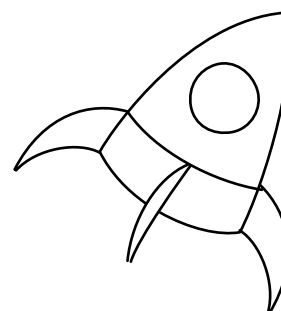


Innovation is one of the pillars of the UBC Improvement Network. That is why in 2022 we worked to generate innovations from the ground up. One of the Network's greatest milestones was designing and testing a model that would allow for the development of educational innovations. School teams searched for innovation ideas that would respond to the needs related to the pandemic's main challenges. They were supported by several classroom teams that tested educational strategies to entrust their students with a more significant role in their learning and to offer a space to actively work on practical experiences. Eight of these strategies became innovations, in six districts of the O'Higgins and Metropolitan regions.

The teams —which worked based on a model to implement educational innovations tested by Fundación Educacional Oportunidad in 2021— were supported throughout the year. They were supported by the Foundation's coaches during the testing stage of the ideas, through collaborative analysis and raising learnings using the Continuous Quality Improvement methodology.

A learning session was held in December to wrap-up the process, with teams sharing their innovations at a fair. Thanks to the initiative's success, in 2023 we will once again invite the teams to test new ideas and subsequently share with the educational community those that have been transformed into educational innovations.

*As a Foundation we seek to promote classroom teams so that they can be at the forefront and reactivate learning. We want to support a community that dares to innovate.*





## Who led the innovations?

\* **9**

preschool  
teachers

\* **2**

preschool  
aides

\* **6**

districts of the O'Higgins  
and Metropolitan Regions.

## This year's innovations:

From the pool of innovative ideas, eight of them managed to become educational innovations after clearing a testing process that was based on the Continuous Quality Improvement methodology.



\* **Promoting family participation in instructional work, through asynchronous, synchronous and face-to-face formats.**

School: Rayito de Sol PreK  
District: Pichidegua

\* **Enhancing the scope of language and mathematics upon greeting.**

School: Los Lingues  
District: San Fernando

\* **Improving children self-regulation through Mindfulness.**

School: Plazuela  
District: Doñihue

\* **Collaborative meeting model for early-childhood classroom teams.**

School: Santa Juana de Lestonnac  
District: Renca

\* **Universal strategies for thought modeling and self-regulation of the executive function**

School: Quillayquen  
District: Coltauco

\* **Inverted classroom.**

School: Olegario Lazo  
District: San Fernando

School: Mis primeros pasos  
District: Doñihue

\* **Enhancing the scope of language and mathematics at the closing of the daily session.**

School: Los Lingues  
District: San Fernando

\* **Project Based Learning (PBL)**

School: Ayenhue PreK  
District: Coltauco

School: Santa Teresa  
District: Machalí



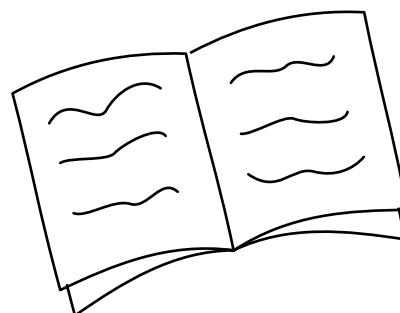


“

The innovative work that we conducted as a classroom team helped us in the search for new methodologies to apply in the classrooms. We searched for the most effective methods, the results were later analyzed using evaluation guidelines on a weekly and monthly basis, and we had excellent results. This project allowed us to share our innovation with our establishment and the classroom teams of our district.”

Evelyn Ávila

Teacher of the Plazuela Lo Miranda school



“

Fundación Educacional Oportunidad has given me a valuable tool to develop quality responses in children in the language field, with a focus on reading comprehension, supported by the executive function regarding behavioral management matters. This innovation strategy has provided aides with an approach for the modeling and development of their own thinking, which is essential to obtain results.”

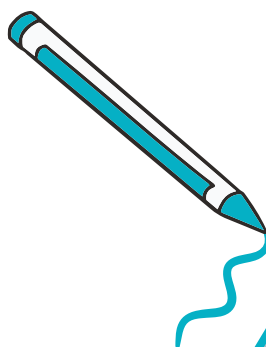
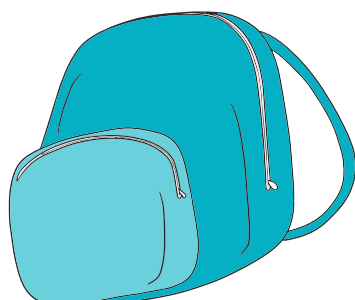
Gisela Carrasco

Teacher of the F-83 Municipal School of Quillayquén





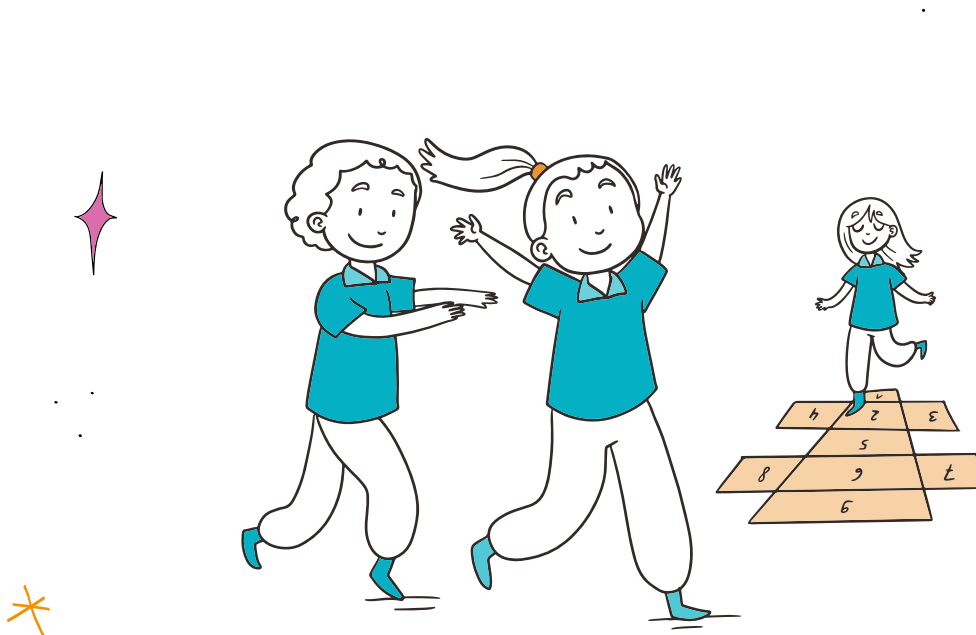
# Continuous training





One of the great focuses of 2022 was to continue with the training of classroom and school leadership teams.

**The UBC Improvement Network** offered different strategies for learning recovery. Another relevant focus was the socio-emotional well-being of children and their families, as well as promoting classroom attendance. These trainings were developed through face-to-face, virtual and self-learning platforms. Additionally, we continued to promote collaborative work, peer learning and the generation of new knowledge, through visits among schools teaching sessions and the coaching addressing teaching innovation processes. In **We Learn** we held workshops and generated mentoring that provided tools for teams to become increasingly autonomous in improving English teaching. The **Attendance** program delivered training in the Continuous Quality Improvement process and showcased a variety of successful strategies – such as the attendance committee – to encourage children to attend classes.





# 2022 Training

In 2022 we delivered courses in various formats:

✧ **E-learning**

✧ **Virtual Synchronous**

✧ **Face-to-Face**

## UBC Improvement Network

**19**  
courses in  
three areas: → **500**  
approximate  
attending

**Early childhood education:** effective interactions, language strategies, strategies for working with families, learning recovery, among others.

**Leadership for improvement:** with a focus on leadership, follow-up and monitoring of improvement processes.

**Effective networks:** Dynamics that allow to effectively facilitate educational networks.

**10**  
virtual visits among  
schools → **250**  
participants

**1**  
learning  
session → **350**  
participants

## Asistencia

**6** → **230**  
training sessions participants

## We Learn

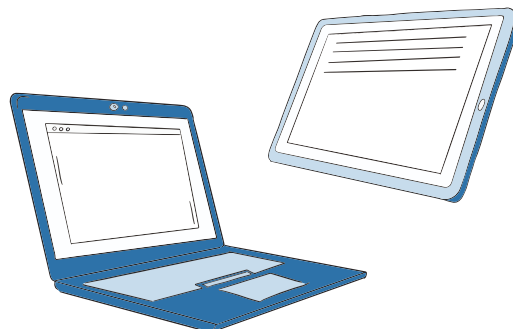
**8**  
training workshops  
in four topics:

Continuous Quality Improvement  
Methodology

Psychology of change

Enhancing class attendance in students

*Mindfulness* in the educational field





## WE LEARN

# The first mentorships

In 2022, We Learn implemented a mentoring project to promote network-level collaboration to share, communicate and develop good teaching and leadership practices related to English language improvement projects.

Thanks to this exchange, English teachers, head teachers and school leadership teams of Valle del Elqui and Isla Tenglo held a face-to-face work session in Puerto Natales in September, to share experiences and good teaching practices. The school teams learned from their peers from distant districts —but with similar characteristics— who have more years of experience executing English improvement projects. The most experienced people shared knowledge in a close and contextualized way, simultaneously enriching themselves through the ideas and advances of the host schools, thus generating a multi-directional learning process among peers.

*As a Foundation we hope to continue bringing more members of the program to share their learning and experiences throughout Chile.*

2

visits to schools  
by the mentors

1

training day

## With the participation of



3

mentors from  
Valle del Elqui



19

host professionals from  
Puerto Natales



2

visiting professionals  
from Isla Tenglo







## Opinions from the mentors



It was pleasant to see how many of the practices we had previously shared were implemented in some establishments, such as greeting routines and class dynamics in English, the inclusion of English-speaking professionals in managerial positions and artistic subjects supported by English teachers. Our territorial and geographical differences were not an impediment to find similarities in our students and the beautiful districts in which English tourism provides a significant opportunity for improvement in language learning."

Ricardo Contreras  
Principal of the Edmundo Vidal  
Cardenas school  
WL Mentor



Networking is important because we work collaboratively. What works in one classroom can be replicated in another and thus we can contribute to improving the students' learning. We systematize what we're already doing, to share it with our colleagues."

Pía Irigoyen  
English teacher at the Cielo Claro School  
WL Mentor



Last year I was invited by the Foundation to be part of the team of mentors that traveled to Magallanes. There I convened with colleagues from the other end of Chile and shared our experiences. As mentors, we were enriched by what they do as teachers, in order to replicate their methods in our communities."

Víctor Fuenzalida  
Teacher of the Maria Isabel Peralta school  
of Paihuano  
WL Mentor





# Resources and videos of teaching interactions

Learning largely depends on the quality of the interactions that adults have with students, and the latter with their peers. For that reason, one of the great challenges of the second semester was to improve the quality of interactions in the classroom. With the collaboration of Pontificia Universidad Católica's Laboratory of Innovation in Education, we created a course in our Oportunidad en Línea platform, with a video library of resources to enhance teaching interactions.

The course includes the video library, strategies, articles, activities and downloadable content aimed at supporting classroom teams in the generation of interactions that allow:

- 1 Promoting affective relationships, as well as warm and supportive environments for learning.
- 2 Maximizing learning by managing the children's time, behavior, attention and interest.
- 3 Promoting complex language and thinking skills through effective interactions.

This space also includes links to information blogs on Teachstone – a website with resources to improve interactions – and downloadable materials to use in the classroom.

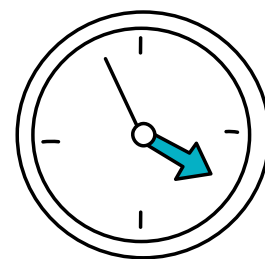


**When children are exposed to quality interactions from the get-go, they develop better social skills and fewer behavioral problems. Additionally, they show a high participation level and a greater ability to control their behavior and the management of their impulses."**

**María Virginia López**  
Head of the educational management area  
at Fundación Educacional Oportunidad



# We delivered an instructional time course

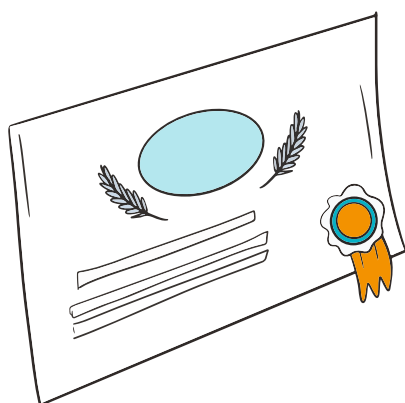


We offered an instructional time course in an asynchronous online mode, for classroom teams and school academic coordinators (UTP) of Colchagua's Local Public Education Service. Its goal was to address the importance of teaching time, with clear educational objectives, understanding how it influences children's learning, as well as providing guidance to classroom teams to make the best use of their time through specific strategies. The course also included an "instructional time schedule" designed to analyze and adjust the organization of daily time slots.

The course ended with a face-to-face workshop that closed the training process. A second course will be available in 2023.

✧ **62**  
people enrolled

✧ **82%**  
of the participants  
completed the course





# Continuous training in the UBC Improvement Network

2022 was a year full of challenges due to the return of face-to-face interactions in educational establishments. The Foundation witnessed how classroom and school leadership teams continued to invest in training, understanding that the acquisition of new strategies and tools is key to face the challenges brought by the pandemic. The teams enthusiastically welcomed the content, which included materials on the Moodle learning platform, as well as virtually synchronized and face-to-face courses.



| Players                                   | Content   | Scope   |
|---|---|---|
| Classroom teams of schools and preschools | Educational strategies for classrooms                       | 198 teachers and aides  |
| School leadership teams                   | Leadership strategies and Continuous Quality Improvement    | 58 persons, including principals and school academic coordinators |
| Local Improvement Teams                   | Continuous Quality Improvement and networking methodologies | 40 people from local Improvement teams                            |



## UBC IMPROVEMENT NETWORK

# We delivered educational materials!

1,956 children's books were delivered.

During 2022, we delivered the following materials in 166 establishments, 326 PreK, kindergarten and nursery rooms (via Transfer of Funds).

## SETS OF 6 STORY BOOKS WITH A SOCIO-EMOTIONAL FOCUS + MATERIALS

Last year we incorporated books focused on socio-emotional development that included activity planning to enhance learning experiences and resources such as active sleep and relaxation activities, among others.

## CLASSROOM LIBRARIES

We distributed more than 2,300 short stories, to populate the classroom libraries.

## SETS OF ATTENDANCE STRATEGIES

This material consists of an attendance panel: a bulletin board displaying the school days of the month and the name of each child, where they record their attendance on a daily basis. The set also includes the Sinforoso Puppet, that teaches the importance of hygiene inside and outside of the classroom, alcohol gel and a *Super Asistencia* costume, along with stickers and masks.







## CURSO

# Together We Learn in *Nacimiento*

In 2022, the Together We Learn course was held for the first time in the district of Nacimiento, in the Bío Bío region, designed to transfer the learnings of the We Learn program, in a B-Learning format, combining both face-to-face and remote workshops. Its goal was for school communities to promote their students' English learning from an early age.

The training focused on the different roles of each participant, integrating methodology workshops within the classroom as well as workshops in which the role of the school leadership teams was highlighted to enhance and manage activities that involved the English subject.

Additionally, each school received personalized advice, to provide feedback on their English improvement project, generating great insights and learnings, and setting the foundation and structure of the project. Finally, a closing ceremony was held where the teams presented their finished projects. The focus was for them to be able to map their ideas and innovations, to begin their implementation in 2023.

## Two objectives



To analyze methodologies and strategies to enhance English, from various roles.



To develop an English improvement project for the establishment, using the Continuous Quality Improvement methodology.



*56 people participated in this edition, including school leadership teams, English teachers, PIE professionals, preschool teachers and aides, from five schools in the district.*



"The school leadership and classroom teams of the communal English network were very interested and motivated, from the very start of the proposal. Working with the program was important to bring visibility to the subject and give it the relevance it deserves in the comprehensive training of students. Working with Fundación Educacional Oportunidad was a great experience. It helped us reflect on how we can improve English language teaching in a collaborative and systematic way, as a school community."

Danae Gallegos  
Representative of Nacimiento's  
Department of Education



"The Together We Learn program provided us with different strategies and tools through which we were able to work with school leadership teams and other colleagues, to provide more emphasis and depth to the subject."

Sergio Pérez Toloza  
Program implementation manager in the  
Oscar Guerrero Quinsac and  
El Saber schools



## DIPLOMA

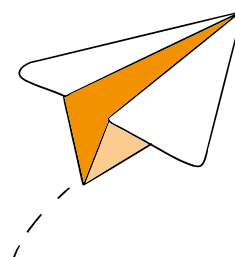
# Leadership for preschool professionals



In 2022, we held a new edition of the leadership diploma course, in collaboration with the Associative Center for Educational Leadership (C Lider), a partnership that unites foundations with study centers from different Chilean universities. As in the previous year, this second year we endeavored to strengthen the leadership of the professionals of educational establishments.

With this goal in mind, we launched the new Moodle platform for distance learning, which was accessed by 16 JUNJI VTF -educational centers that receive state funds- nursery school professionals from SLEP Costa Araucanía, in the districts of Carahue, Nueva Imperial, Toltén, Teodoro Schmidt and Saavedra. The early childhood education coordinator of the Local Education Service for Costa Araucanía also participated.

The participants of this diploma course set out their improvement projects based on their main challenges and applied what they learned in the course. They were supported by a tutor who constantly guided and motivated them. The short improvement cycles allowed students to see palpable results.



## The diploma included:

56 chronological  
hours, both  
face-to-face and  
remotely

Reflection  
activities

Theoretical  
practical  
activities

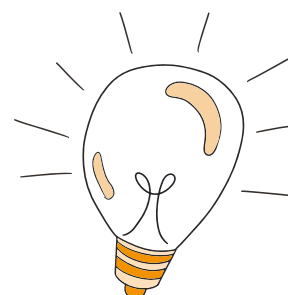
Feedback and design  
instances



“

Fundación Educacional Oportunidad has a long history of developing high-impact projects to improve educational opportunities for children in the early childhood education stage. This collaboration is very valuable for C Lider, because it allows us —through our different training activities— to achieve a greater scope in the levels of the education system that we wish to support.”

Carmen Montecinos  
Executive Director of C Lider



“

The diploma was an instance of improvement in professional development as it allowed me to follow structures that helped us make data-based decisions as a team, allowing for the detection of a problem, generating a goal, and improving the quality of the work, even allowing us to develop an instrument to design a baseline to contrast data and verify the achievement of objectives. It was an opportunity for improvement.”

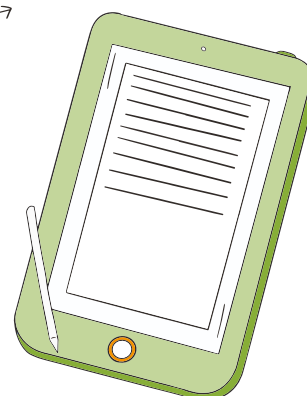
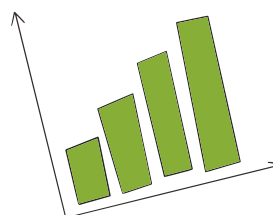
Alicia Gutiérrez  
Mis Primeros Pasos (day care)







# Financial statements







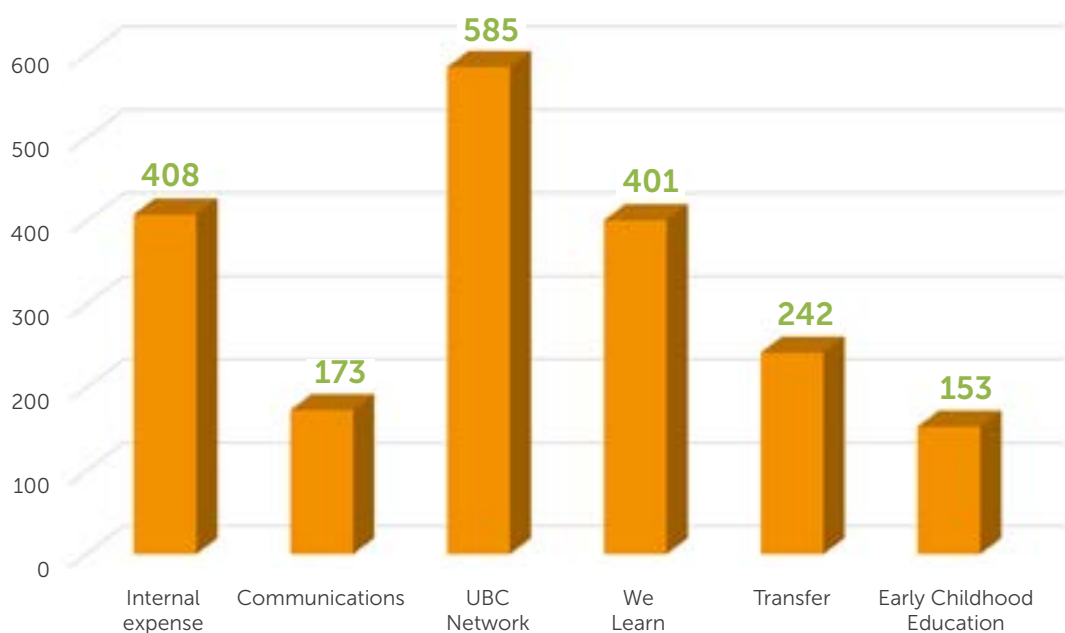
## Historical funding



Source: Accounting.

## Expenses for the 2022 period

(CLP in millions)



Source: Accounting.



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