



2020 Annual Report

Fundación Educativa Oportunidad





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“Today we are all better prepared to face changing contexts.”

Claudia Peirano,
Chairman of the Board.

The year 2020 was a year without points of reference, which reminded us that we are part of humanity, confronted us with fear, and allowed us to discover new things in all dimensions of life. We will never forget that month of March when we went from normality to lockdown in just a few days, and the schools and nursery schools –which were starting the academic year– closed their doors without knowing what was yet to come.

The first challenge was learning how to work remotely. In a few weeks, contacts began to activate, and we started the first online meetings with the classroom teams. We faced a lack of connectivity, little experience regarding the pedagogical use of technology and, in many cases, also the difficulty of combining work with family life.

As the months went by, the second challenge was to try to maintain the bond with each student. There was the increased difficulty of

capturing the attention of children who barely knew their teachers and who did not always have the conditions to be accompanied in their homes.

These were months of intense learning for teachers and for the Foundation's team. Today we are all better prepared to face changing contexts, and few now question the importance of good teaching, as well as the great value of the thousands of teachers who are doing their best to maintain learning paths.

This report reflects on the Foundation's collaborative work experiences with the teams from more than 150 schools in 18 districts of the country. I invite you to read it and learn more about the commitment and creativity of the educational stakeholders during the first year of the pandemic.



“2020 faced us with an unprecedented challenge.”

Marcela Marzolo,
Executive Director.

“What a challenging year!”, exclaimed –verbatim– one of the teachers with whom we had the opportunity to share and exchange stories. I completely agree with him. 2020 dared us to adapt to a context full of uncertainty, which demanded that each and every one of us reinvent ourselves and do things differently, innovating to contribute to the purpose that summoned us: that students and their families remain connected and participating in the activities proposed by the schools, in order to provide continuity to their educational processes.

2020 invited us to be flexible, forcing us to set aside everything that we had planned, to accommodate the needs of the school communities that we coach, always with our sight placed on the students and their learning.

2020 set unprecedented challenges that none of us knew how to solve or address: we had to move from the classroom to the remote universe, support families in their role as a mediator of their children’s learning, and

dynamically incorporate technology, among many other issues that we had to face.

This new approach would not have been possible if Fundación Educacional Oportunidad did not have a team capable of responding to the needs of this unique context in an innovative, agile, and flexible way.

2020 was not a lost year. I am sure that children acquired skills and developed talents that will impact the way they face complex challenges and how they conduct themselves in contexts of uncertainty.

As a Foundation, we feel privileged and grateful to have been able to coach more than 150 school communities and to have witnessed their tireless and collaborative work with other schools and districts, sharing lessons and good practices under a common purpose: the children’s emotional well-being and learning.



Our programs

Through the We Learn and Un Buen Comienzo programs, we work with classroom teams, administrators, and public local school authorities to install strategies and methodologies that will contribute to the education of children and their families.

We Learn


We Learn is a teacher and leadership professional development program, that promotes the teaching and learning of English as a foreign language from early childhood, through a collaborative model with the participation of school communities and English-speaking professionals.

Un Buen Comienzo (UBC)

Un Buen Comienzo is a teacher and leadership professional development program that seeks to contribute to the improvement of the quality of early childhood education through innovative methodologies, so that children can achieve a greater socio-emotional and language development.


Board of Directors

Within the context of the suspension of face-to-face classes and the uncertainty affecting various fields, Fundación Educacional Oportunidad has reinforced the civil society's commitment to continue contributing to the strengthening of the school system, with a focus placed on the development and learning of children in different districts of the country.

More information [here](#) 

Team

Although the teams worked remotely in 2020, they were able to address the year's challenges with flexibility, creating active networks with high participation, enhancing collaborative work through multiple strategies to maintain the bond and work with all children. Resources were adapted and created in each of the Foundation's programs and areas of work, to support school communities. We thank all those who are part of Fundación Educacional Oportunidad!

More information [here](#) 



Welcome

We Coach

We Learned

We Innovate

We Collaborate

Financial Records

Download



We coach





“ Despite the difficulties presented by the new remote modality, it was admirable to see how classroom and leadership teams were able to deploy an innovative and creative approach, collaboratively seeking to establish relevant pedagogic and leadership strategies.”

Carolina Zúñiga,
Network and Local School
Authorities Coordinator for the
Un Buen Comienzo program.



Accompanying from a distance

In 2020, our Un Buen Comienzo and We Learn programs were forced to conduct the coaching of schools and classroom teams virtually, due to the suspension of face-to-face classes, as well as the distancing and movement restrictions set forth because of the pandemic.

We Learn

18 schools 75 classrooms

UBC and Network

141 schools 217 classrooms

How did we do?

We Learn

The objectives of the coaching plan were reformulated for them to be in concordance with the needs and actual context of the schools, and the coaching plans were standardized to mobilize the program through a unified Improvement Network. Moreover, a containment guide was incorporated to support the socio-emotional wellbeing of school teams. This new format allowed to expand our coaching beyond the scope that was originally planned. Some teachers received up to eight coaching sessions and school leadership teams received up to seven.

UBC

Virtual coaching sessions were deployed for classroom and school leadership teams using different platforms. The coaching for school leadership teams focused on the Psychology of Change and the follow-up of their ideas through Continuous Improvement, while the coaching of classroom teams focused

on emotional containment, on providing answers to educational requirements, and on completing the training process by working through effective interactions.

UBC Network

The Community Improvement Teams were virtually coached from March to December, making it easier for the educational and school leadership teams of more than 100 schools to create strategies, make decisions regarding contingency-based challenges and reflect on collaborative work, at their monthly meetings; establishing it as an effective way to solve challenges and ease the adaptive process.



Improvement Networks, made up of community and local school authorities, school leadership teams, and classroom teams that adhere to the UBC and We Learn programs, seek to develop a collaborative model in which the educational community is actively involved, promoting improvements in teaching and leadership practices to strengthen both early-level learning for children as well as early-age English learning.



Continuous Improvement

What is the Psychology of Change?

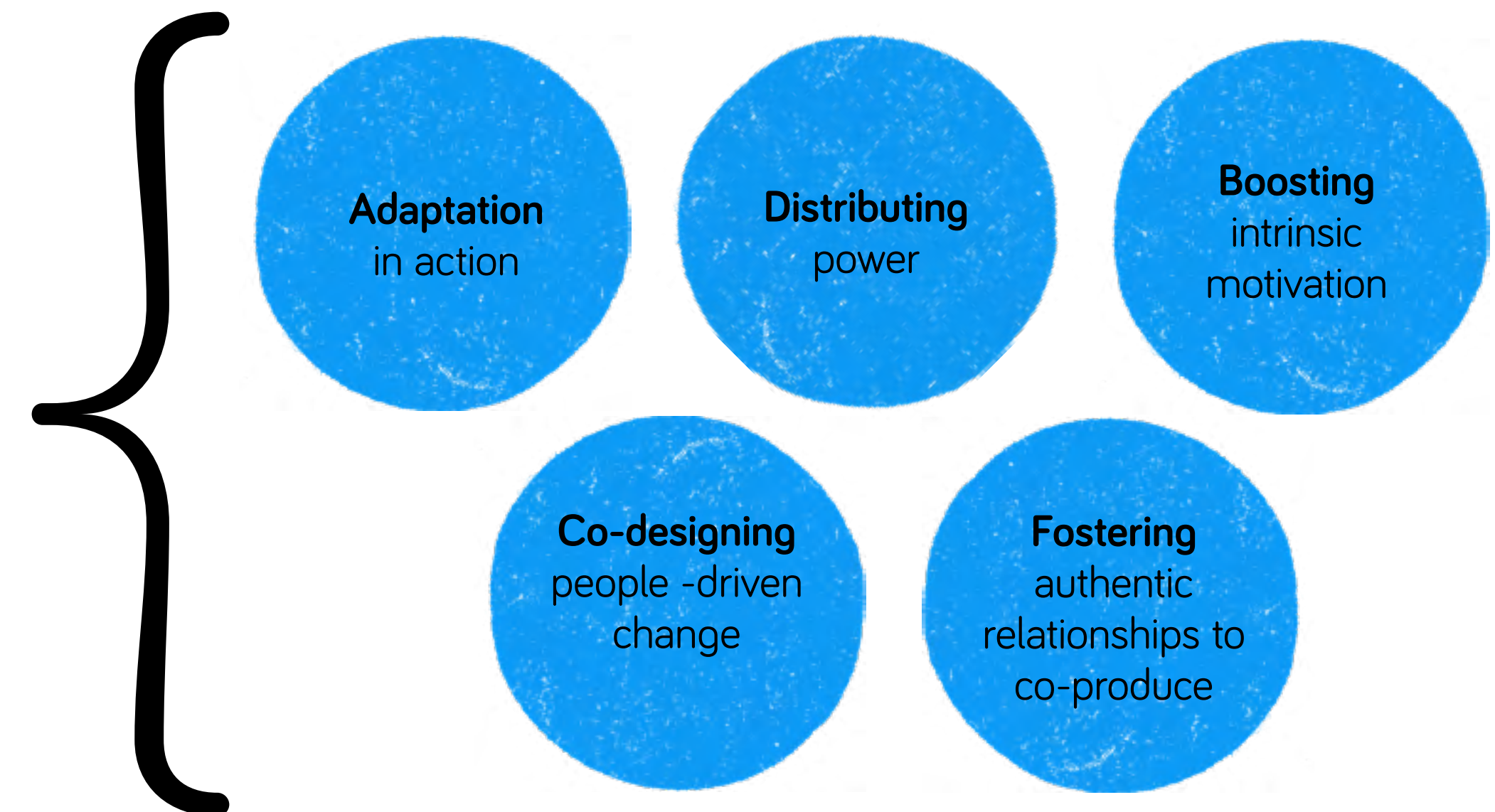
In 2020, the Psychology of Change was part of the training plan of the school leadership teams participating in the Un Buen Comienzo program, to deliver tools relevant to the context of remote education in a pandemic setting.

The Psychology of Change is a component of the Continuous Improvement methodology, which is used in times of crisis, providing leadership tools to improve the work conducted with the teams. It is based on five lines of action to achieve the goal of breaking down the barriers of change: adaptation in action, distributing power, fostering authentic relationships to co-produce, co-designing

people-driven change, and boosting intrinsic motivation.

Work with Psychology of Change was kicked-off in the training session for school leadership teams held in June. Pablo Muñoz, Head of Continuous Improvement and Evaluation commented that "in that instance, we asked them to identify their shortcomings in connection to the five lines of action of Psychology of Change, and later during the year we constantly followed-up on these topics, from a Continuous Quality Improvement standpoint, which translated into an improvement of leadership practices."

Psychology of Change in Times of Crisis



Source:

Hilton K, Anderson A., IHI Psychology of Change Framework to Advance and Sustain Improvement. Boston, MA: Institute for Healthcare Improvement (IHI); 2018. ihi.org/psychology



How we measure

“When the educational system was impacted at the beginning of pandemic, as a Foundation the first thing we did was approach the school communities to ascertain their status as well as their main needs. This made it possible for them to feel accompanied and listened to, and for us to make a relevant offer, in terms that made sense to them and allowed them to advance toward their goals.”

Marcela Marzolo,

Executive Director of Fundación
Educativa Oportunidad.

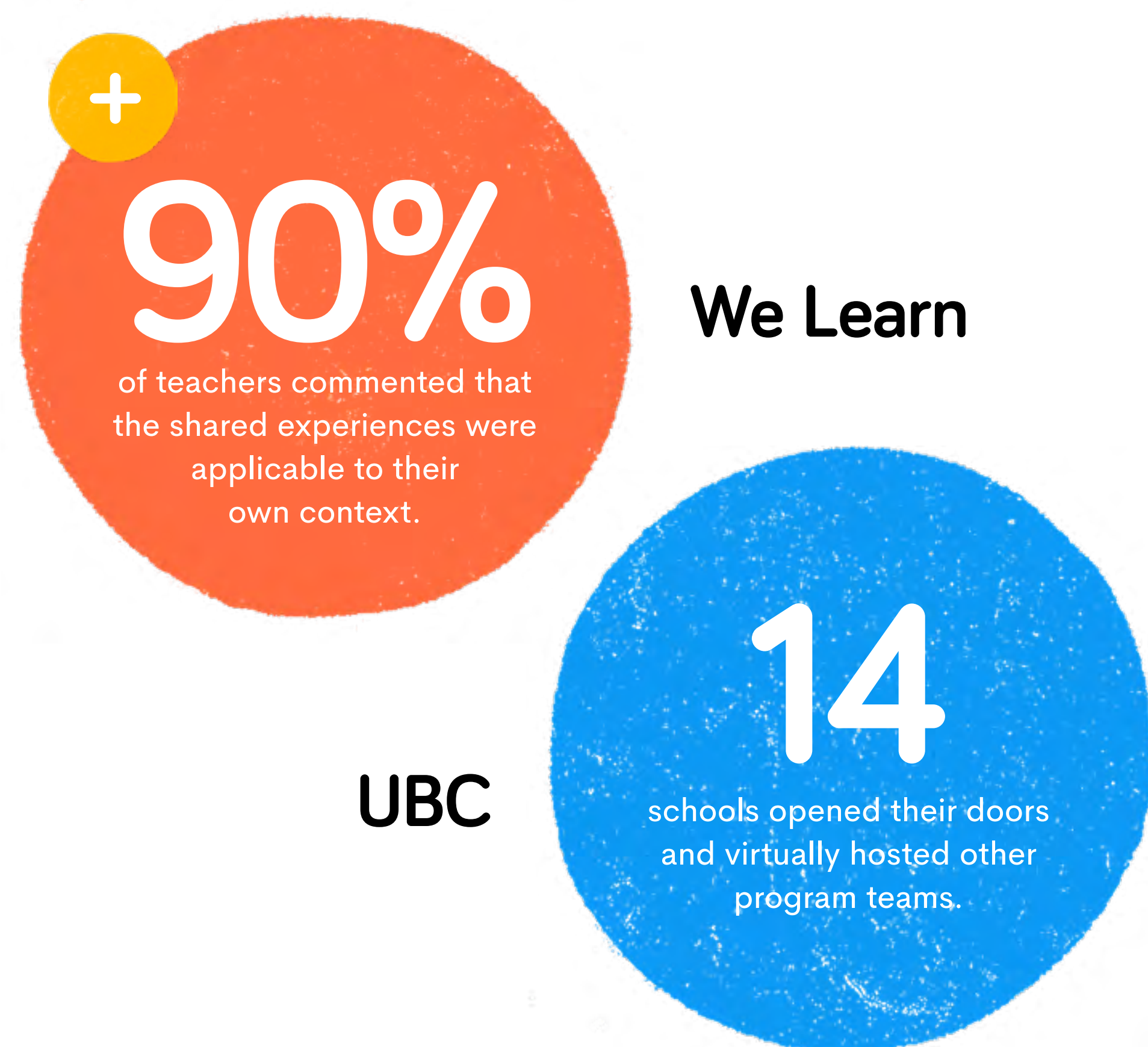


During the year, the We Learn and Un Buen Comienzo teams held surveys with teachers and leadership staff working at their programs (four information surveys were conducted for We Learn, while UBC was subjected to a monthly follow-up), to touch base regarding their emotional status and collect key information pertaining to the needs of the school communities, their connectivity, and their perceptions of the advancement of children, among other topics.

These are some of the results that allowed us to build better strategies throughout the academic year, as well as rethink program implementation in 2021.



Interschool visits



We Learn

How do I motivate my students to learn? How do I connect with my younger students? And how do we adjust the virtual class to low connectivity contexts? These were the three questions around which the teachers from the We Learn English language program were summoned, in the interschool visits that were held virtually between August 24th and 26th.

Strategies such as content gamification, inclusion of families in learning development, and adjustments to virtual classes, were addressed to answer these questions. In total, 93% of teachers attended the first visit, while 100% and 93% attended the second and third visits, respectively.

Among the teachers who attended, most of them commented that the presented topics were of interest to their current challenges and more than 90% expressed that the shared experiences were applicable to their own context.

UBC

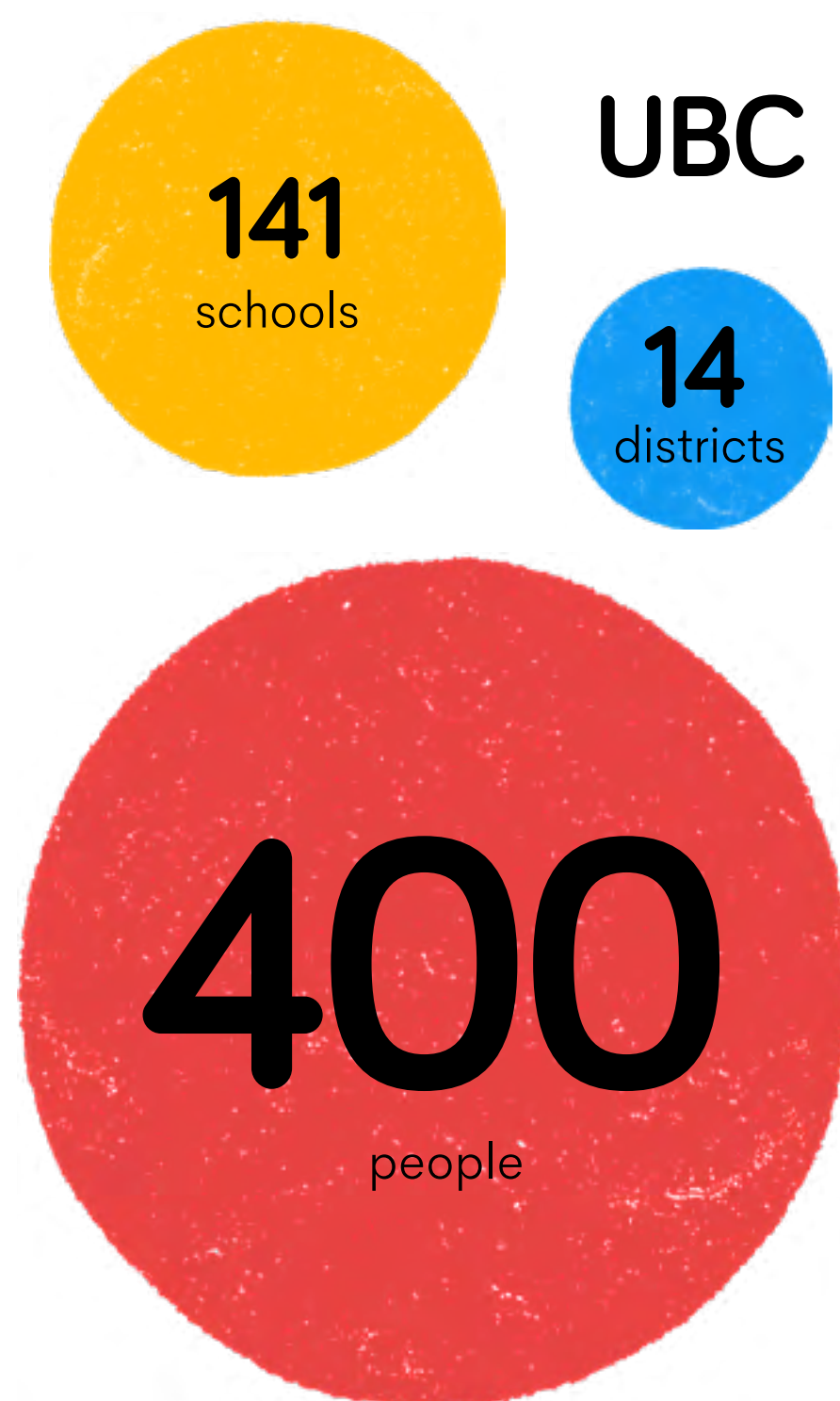
The interschool visits were held for the first time, in virtual format, during the week of November 9th to 13th. A total of 14 visits were held, seven of them with the participation of school principals and school academic coordinators, and the remaining seven with the classroom teams. The school leadership teams shared their leadership experiences at the initial level and generated a space for reflection and discussion on practices that can be sustained over time, specifically in the subject of Psychology of Change.

The seven classroom teams, on the other hand, shared their experiences during the current health contingency with other UBC program teams, addressing topics such as emotional support, virtual classes across different platforms, project-specific work, and collaborative work.

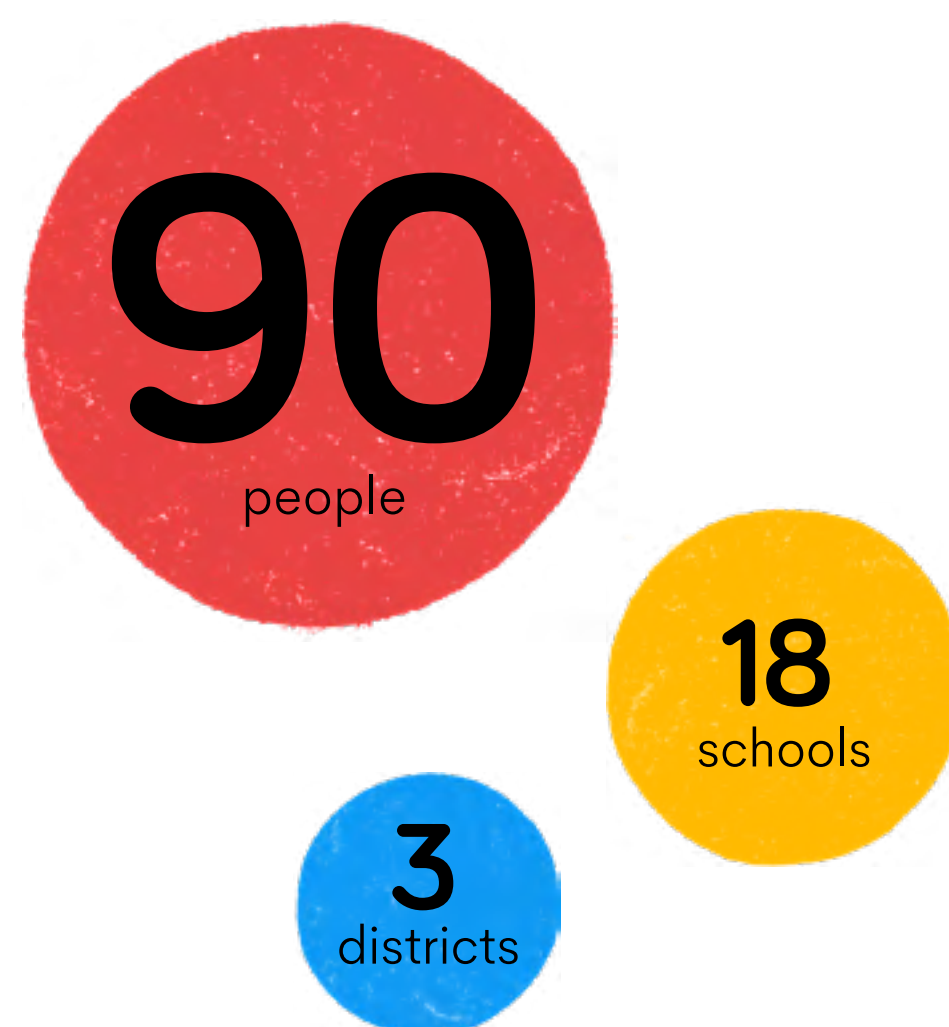
A space of exchange was generated within this instance, in which schools raised their own issues of interest and needs.



Learning Sessions



We Learn



We Learn

Eight schools in Paihuano, six in Vicuña and four in Puerto Natales, that are part of the We Learn Improvement Network, met on December 15th to share the lessons learnt in this particular year, within the context of the first online Learning Session.

Nearly 90 people (including English teachers, preschool teachers and aids, special needs educators, school leadership teams, and community local school authorities) reflected on the strategies and innovations of the schools that participated in the We Learn program during the year, for children to have better opportunities to learn English, even when face-to-face classes had been placed on hold.

According to Paz Collao, Head of We Learn, "this is the first time we have so many people from schools collaborating, jointly reflecting and designing the future of education and our Improvement Network. It was an exciting day when we did a recap of the learning of each member of the network."

UBC

The 141 schools of the 14 districts that are part of the Un Buen Comienzo program and Improvement Network, met on December 17th in the first online Learning Session, to share the strategies that allowed them to coach families and children of the early childhood level during the year of Covid-19.

About 400 people, including educators, early childhood assistants, school leadership teams and municipal local school authorities, addressed different topics to continue delivering strategies that contribute to the improvement of language and socio-emotional development of children during the pandemic.

"This learning session was marked by reflection and dialog. We wanted to create a space for discussion on topics that during the year have been at the vanguard in early childhood education, to listen to and share the rich experience of the school communities," said Perla Chávez, Implementation Director of the UBC program.



Network Communication

“This year we had the opportunity to create and consolidate a team of communication managers for the UBC Improvement Network, for each district, with the aim of generating a space that fosters the communication and exchange of experiences and ideas. We finished 2020 very happy and proud to have fulfilled this goal in its entirety.”

Carolina Valdivieso,
Head of Communications.

Following the pandemic, the UBC Improvement Network had to look for new ways to maintain communications, to generate spaces to share practices, promote collaborative learning and strengthen the sense of belonging of the schools and districts that make up the network in the O'Higgins region.

A group of Network Communications managers, entrusted with defining an action plan for the year, was created by the Foundation's Communications team, with the assistance of the UBC Network and Local School Authorities Coordinator.

Among the main strategies that were proposed, we can highlight the establishment of a closed Facebook group, which was joined by classroom and leadership teams of more than 100 educational establishments, as well as community technical managers and early childhood education coordinators of the districts of Chimbarongo, Codegua, Coltauco, Doñihue, Machalí, Mostazal, Pichistegua, Quinta de Tillcoco, Rengo, and San Vicente.

Community communications managers had the responsibility of bringing this group to life, publishing activities, strategies, and experiences. The website summoned more than 90% of the Network's members, enhancing communication, enabling the exchange of good practices, and strengthening participation. This successful strategy led to more than 100 publications in 2020.

Another important goal was positioning the Network's work in local media. In this regard, 7 publications were featured in the regional press along with 13 radio interviews to discuss the Network's endeavors in the O'Higgins region.

A digital newsletter, created in conjunction with the communications managers, was released in December as a way to acknowledge and share the Network's achievements. The newsletter highlights the main innovations of the initial level and compiles reflections on collaborative work in these virtual, pandemic times.



Leadership webinars



Through a series comprised of three presentations, delivered by psychologist Claudia Cuneo, we had the possibility of sharing insights and distinctions surrounding leadership, with the school communities of our Un Buen Comienzo and We Learn programs. The first module addressed personal leadership topics, while the second and third modules tackled strategic leadership and communication leadership, respectively.



“Understanding the crisis’ phenomenon is particularly important for those working in the educational field, from an emotional, personal and organizational standpoint. The team was very pleased with the conversations and sense of union achieved within the programs.”

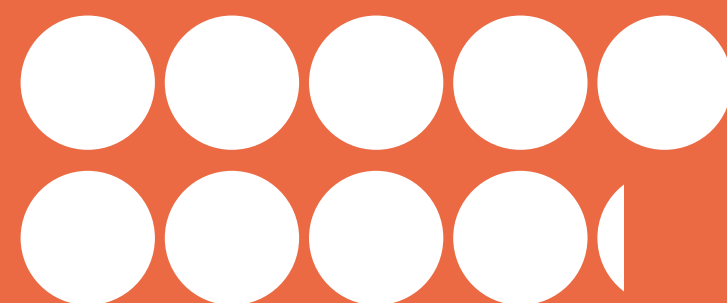
Claudia Cuneo,
masters in psychology on human management
and speaker at the webinar series.



Information of interest

FACEBOOK

92%



of the members of the UBC Improvement Network joined the closed Facebook group.

THE WORK OF THE UBC IMPROVEMENT NETWORK WAS COMMUNICATIONALLY TACKLED THROUGH:

7

press releases.

13

radio interviews in the O'Higgins region.



COACHING SESSIONS FOR 2020:

930

coaching sessions of classroom and school leadership teams of the UBC program.

220

coaching sessions of the classroom and school leadership teams of the We Learn program.



Welcome

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We learned





“ In 2020, we had to design a program that was to be implemented virtually, when it had originally been designed to be delivered face-to-face. During that journey, we learned how to implement flexibility, we strengthened collaborative work between different areas and programs, as well as with other organizations, and created resources catered to the needs of the year. We are certainly better prepared for 2021.”

María Virginia López,
Head of the Educational
Management Area.



This year we worked with:

	We Learn	Un Buen Comienzo	Un Buen Comienzo Improvement Network	Total
Districts	3	5	10	18
Schools	18	37	104	159
Classrooms	75	55	162	292
Preschool Teachers and Aids	19	107	356	482
English Teachers	20	-	-	20
School Principals and School Academic Coordinators	28	74	188	290
Children and Students	1.486	1.159	4.123	6.768



A surprising 2020

Paz Collao,

Head of the We Learn Program.



The task of educating in a context of physical distancing, remote education, quarantine areas, and countless other obstacles, was not easy. We initially thought it would be complex to develop networking, due to the time and energy demands stemming from each school's specific challenges. But if we recap everything that was achieved throughout the year, we can say that the results were actually quite surprising.

We made progress in strengthening the We Learn Improvement Network, even breaking down geographical distances that previously prevented us from frequently collaborating with professionals in regions as distant as Coquimbo and Magallanes. Thanks to the school teams, who took ownership of the task by innovating and being creative, we were able to continue -with great effort- to enhance the students' remote development and learning. Through this joint work, we

achieved learnings that will help us continue to co-build the program's future.

Through strategies contextualized to each reality, we succeeded in advancing the 2020 academic year with new learnings at the system level. We discovered that empowering the students' own talents (using English as a communication tool) increases their motivation for learning, and that participating in collaborative projects and using playful methodologies brings students and their families closer to the language, among many other lessons.

This year marked a before and after in education. The We Learn program is no exception, and we hope to be able to incorporate in the future everything we have gained, keeping our goal in sight: to empower students from an early age, so that they can have greater and better opportunities.

“The members of the WL Network highlighted that 2020 brought education closer to students, empathizing with their realities. Collaboration with the families was at the heart of the learning processes, and the schools confirmed the significance of including them in these endeavors. There was a leap forward in this regard during 2020.”



Unexpected lessons

Perla Chávez,

Implementation Director for the
Un Buen Comienzo program.



From the moment face-to-face classes were suspended, as a team, we took on the task of remotely accompanying the school teams.

An initial learning was to understand that technical knowledge had to give way to adaptation in the face of this contingency, and one of the possible ways for us to adapt was through innovation. This can be seen in the large deployment each school implemented regarding distance learning.

Another relevant lesson was that food, health, and care-related needs, along with emotional containment and safety, are the basis of all human development and that school is one of the places where these needs converge. Therefore, adaptation must necessarily consider these steps in order to continue with the teaching process.

Meanwhile, collaborative work proved to be key for adaptation. Activating the different networks and incorporating new educational stakeholders allowed us to better address

the challenges. Moreover, encouraging collective creativity, enriching the spaces with conversations, generating communal guidelines, and making context adaptation more flexible, helped the communities move forward towards other learning spaces, allowing them to get acquainted with what others were doing and try it in their own context, thus leading to progress and the incorporation of new strategies.

Finally, another unexpected lesson was the importance of focusing on people, their wellbeing, their emotionality and simply listening to them. Providing empathy, flexibility and –above all– affection to others, really allowed us to coach the schools, to support and (despite adversity) continue to share our knowledge with them, thus allowing them to open new doors and learnings.

2020 was an exceedingly difficult year, but it allowed the articulation of changes, powerful learnings, and lessons that unleashed all our creative potential. We realized that physical

distance does not hinder the affective, honest, and unerring bond we have with others, but rather –on the contrary– opening our homes allowed us to open our hearts to embrace adversity.

“During 2020, we had a high degree of participation and adherence, because we accompanied the process that the schools were facing from the very beginning, firstly from a socio-emotional containment standpoint and, subsequently, bringing them closer to new support topics, such as the Psychology of Change.”



Resources to support learning

Behind every good material, there is a great team. In the case of the Foundation, the Educational Management area worked with the various areas and programs to provide quality resources to facilitate children's learning, the work with families, the role of classroom teams, and collaborations with other organizations.

Moreover, the Educational Management area promoted successful webinars and articles addressing the health contingency, in collaboration with other institutions. Through the #NiñosFelices campaign, at the start of the pandemic, it launched 15 simple challenges, such as hugging or dancing with our children, which populated social media and provided visibility to the Foundation.

It deepened emotional wellbeing strategies for children and, together with the Niños Primero Foundation, it held a conference on Instagram Live called "Children's emotional well-being during quarantine", geared towards classroom teams. Together with Desafío Levantemos Chile, it organized the webinar "Containing

and supporting the socio-emotional wellbeing of children", aimed at classroom teams and parents.

In support of the #OportunidadDeAprender campaign, it developed videos to guide parents on how to work on the campaign activities that the Undersecretariat of Early Childhood Education uploaded to its networks. And, among other activities, it participated in the seminar "Good practices in early childhood education during pandemic times", at Universidad Católica del Maule, delivering its own presentation.



"A major milestone this year was the collaboration, for the first time, with the We Learn English program. We were able to contribute to the creation of The Word of the Day and implement innovative material. Now we can say that we have reached all the areas and programs of the Foundation."

María Virginia López,
Head of the Educational Management Area.





Curricular prioritization focused on early childhood education

What is curricular? What are the prioritization focal points? What considerations are required for its implementation?

These, among other topics, are the contents of the course “Principles and guidelines for curricular prioritization in Early Childhood Education”, launched in June through Oportunidad en Línea, our online platform.

The course presented the basic concepts and general guidelines used to prioritize and provide flexibility to learning objectives in early childhood education as well as some resources and strategies to implement them, after the Ministry of Education presented the national curriculum prioritization to mitigate the impact of the pandemic on education and to define minimum learning expectations for children in early childhood education.

As of December 2020, more than 2,600 users were enrolled in the online course, making it one of the most successful courses that year.

Collaborative Conference

Following the curriculum prioritization suggested by the Ministry of Education in the wake of the pandemic, as members of the Red de Escuelas Líderes (Network of Leading Schools), together with Fundación Chile, we co-organized a webinar titled “Curriculum Prioritization in Early Childhood Education: Development Challenges and Opportunities”.

The online conference, which reached more than 680 participants connected live, included a presentation by Paula Armijo (coordinator of the Foundation’s Educational Management area), subsequently sharing the experiences of Daisy Rojas (school academic coordinator of Doñihue’s *Mis Primeros Pasos* preschool), members of the Un Buen Comienzo’s Community Improvement Team, and Denisse Catalán (coordinator of the preschool team of the Domingo Santa María school in Renca).

“Webinar attendees highlighted the fact that we placed early childhood education at the center of the discussion, and how we provided them with specific tools. Until that moment, they had only heard of curricular prioritization in general terms. In that regard, we were a contribution for them.”

Paula Armijo,
Coordinator of the Foundation’s
Educational Management Area.



Teaching how to teach

Since 2019, we have established a partnership with the Pontificia Universidad Católica de Chile and Universidad Diego Portales, to bring together experiences and evidence –both national and international– that contribute to the initial training of educators in language and initial literacy. This project will culminate with an E-book that will be published during the first semester of 2021.

Booklet with 10 essential practices for language teaching and initial literacy in early childhood education

As part of this collaboration, we produced a brochure focusing on language teaching in early childhood education. It systematizes ten language and initial literacy practices that are considered essential to address in the classroom, to achieve significant development and learning levels. Reading out loud referencing the printed material, games with the sounds of spoken words, and extended conversations, are some of them. This material is sponsored by UNICEF, the Undersecretariat for Early Childhood Education and the ProLEER network.

International webinar “Essential practices for early childhood education: Initial teacher training in language and initial literacy in Chile”

On August 26th, we participated in the panel organized by ProLEER, an international network of researchers and academics committed to improving educational practices and policies. In this space we shared our experiences of inter-institutional collaboration for the development of knowledge on initial training of preschool teachers, together with other scholars who are experts in this topic. We also shared the brochure with the more than 150 participants.





6th Expanding Opportunities Seminar



From September 7th to 11th, we conducted a virtual version of the sixth international seminar on English teaching, "Expanding Opportunities", jointly organized with Universidad de la Serena. Practices for distance learning and tools to strengthen teaching were shared on that occasion.

The event featured three main presentations: "Facing Post-Pandemic Education", by the director of the Chilean Neuro-learning Association, Joaquín Triandafilde; "10 Tips Towards Well Being and Brain Empowerment during Quarantine", by the Argentine neuro-psych educator Lucrecia Prat Gay, and "Can Language Learning be Brain Friendly?", by the English founder of Efficient Language Coaching, Rachel Marie Paling.

The three presentations focused on the combination of knowledge on educational neuroscience and cognitive psychology, which seeks to help teachers be better prepared to continue the distance learning process, while beginning to foresee the stage for a future return to the classroom.

Teachers from Spain, South Africa, Argentina, Australia, and Israel, among others, joined the Chilean audience for the first time, and in total, the event reached 1,340 connections during the full week of workshops, lectures and poster presentations addressing good practices.

Poster Sessions

The sixth version of the seminar featured the traditional "Poster Sessions", a space in which English teachers, both Chilean and foreign, were able to share good remote teaching practices with their peers. For the first time, posters were not only available to event attendees, with their authors being able to also present and share them via video conference.

Some of the addressed topics included: working with families in English language teaching, innovative methodologies for remote language teaching, use of technology for teaching, and context-sensitive curricular prioritization.

We invite you to visit the Seminar website to review the posters and learn more about this experience.



Voices

“The Expanding Opportunities Seminar was another instance of collaboration where teachers presented their ideas and learned the strategies and tools shared by the experts.”

Paz Collao,
Head of the
We Learn
Program.

“Whether it is virtually or face-to-face, our commitment is always the same: to support English teachers in their work with children. To achieve this, we will continue to search for innovative tools and experiences that enrich their work.”

“I appreciate the invitation to the seminar, I congratulate each of the lecturers as well as the participants for taking the time to learn, during these difficult times.”

Trinidad Castro,
Head of the
Foundation's
Transfer of
Learning Area.

Olivia González,
English lecturer
at the Posters
Sessions.

Víctor Santander,
English teacher
of the district of San
Vicente de Tagua.

“It was a full week in which we reviewed many strategies. They have all been useful to me.”

“I just want to thank you for this immense opportunity to participate in the seminar. It has been fully rewarding and productive. I take with me great lessons and strategies.”

“These have been difficult times for teachers worldwide; however, they have been able to keep going, carry out their projects and share innovative and original ideas with those of us participating in the seminar.”

Abigail Ortega,
English teacher,
online from Israel.

“Considering the conditions we faced in 2020, it was a success to hold the event in this way.”

Elvis Campos,
Director of
the School of
Humanities
Pedagogy,
University of
La Serena.

Raúl Rodríguez,
Director of
the Radical
English Institute.

“I greatly value the Foundation's goodwill and its event management and dissemination capacity.”

“I appreciate the invitation to this seminar, that gave me the opportunity to learn about new language teaching practices. A truly valuable event.”

“Excellent seminar. The issues discussed are of great help in confronting the current educational scenario.”

On social networks

Natalia Romani,
English teacher,
online from Argentina.



Information of interest

WEBINAR

"CURRICULUM PRIORITIZATION IN EARLY
CHILDHOOD EDUCATION: DEVELOPMENT
CHALLENGES AND OPPORTUNITIES"



1500
700

person
outreach on
Facebook.

live
participants.

ONLINE COURSE

"PRINCIPLES AND GUIDELINES FOR
CURRICULUM PRIORITIZATION IN
EARLY CHILDHOOD EDUCATION"



2.600
registered
users

SEMINAR

VI VERSION OF THE EXPANDING
OPPORTUNITIES SEMINAR

1.340 connections
reached.



98%

of seminar attendees rated the
event with a score greater than 6
(on a scale of 7).



Welcome

We Coach

We Learned

We Innovate

We Collaborate

Financial Records

Download



We innovate





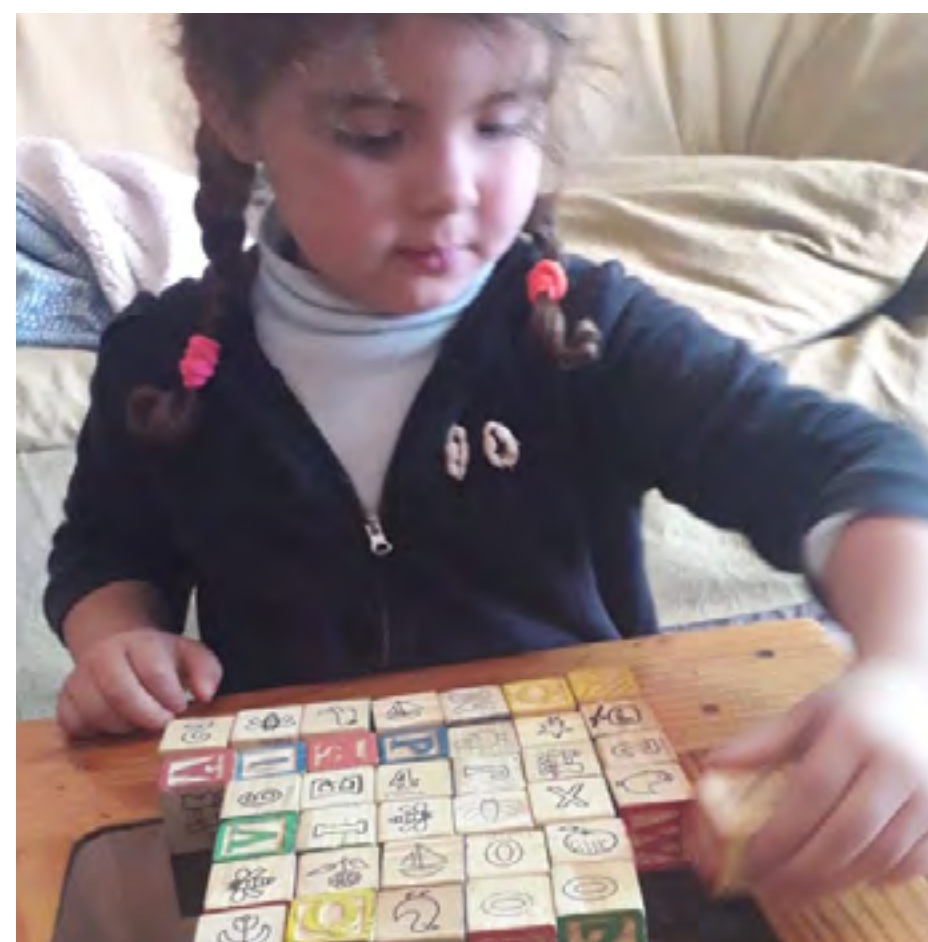
“ In this particular year, we saw the need to get out of our comfort zone, extend our boundaries and explore new ways of continuing to reach administrators, teachers and children. We moved from the classroom to radio, television, online courses, and were forced to do things we never thought we would do, however, with the same enthusiasm as always.”

Trinidad Castro,
Head of the
Foundation's Transfer
of Learning Area.



New allies: social media

In 2020, it was necessary to find new ways to connect with educators, children, and their families. Through Facebook and Instagram, we were able to stay present throughout the academic year, contributing to the social and emotional wellbeing and learning of students.



Happy children

With the goal of protecting the social and emotional wellbeing of children, we launched the #NiñosFelices campaign through our Facebook and Instagram accounts. This initiative proposed that adults at home take simple actions that favor positive and quality interactions with children, to help them reduce the stress generated by the confinement that has resulted from the health contingency. The actions were presented as challenges, such as: sharing hugs, listening attentively, congratulating and thanking, among others.



Súper Asistencia **(Super Attendance) #TeCuida**

A superhero was the star of the *Súper Asistencia #TeCuida* campaign on social media. Created in the comic book style, she gave children tips on healthy hygiene habits to deal with the pandemic at home. The character, created by the Foundation's Attendance program, has visited schools since 2016 to promote the importance of attendance at early levels.

This year she shared (via Facebook, Instagram, and Twitter) her tips on the use of masks, the relevance of hand washing, and protective measures to apply when leaving home.

Moreover, she invited everyone to set up a health corner with hygiene supplies, available to the children of each household.



Oportunidad de Aprender **(Opportunity to Learn)**

To support adults living with children attending PreK and Kindergarten, who were forced to mediate their learning during 2020, we launched the #OportunidadDeAprender campaign, to provide (via social media) the families with short, playful, and varied activities for children between 4 and 6 years of age, considering the materials available at home and the attention and concentration spans that they have at that age.

The activities were aimed at developing knowledge and skills in areas such as language, mathematics, science, and socio-emotional development, and were created in accordance with their expected learning objectives. In addition, we translated the campaign into creole to reach the Haitian community.

Think Outside the Classroom

Educational establishments had to close their doors indefinitely once the first cases of Covid-19 were detected in Chile. In this context, the Foundation launched the digital campaign "*Piensa Fuera de la Sala*" ("Think Outside the Classroom").

The initiative shared tips and tools with hundreds of teachers to encourage the use of technological resources that enhance learning. The "*Una idea en un minuto*" ("One minute idea") tutorial videos were the main resource for supporting and encouraging distance learning. The ideas that were part of this initiative, carried out by the We Learn program team, ranged from how to use the cell phone as a teleprompter for shooting videos, to designing 3D cartoons.



UBC and We Learn on the Air!

“It was very important to keep learning at home, but it was also essential to have fun, have a good time and remain active, so we created a dynamic space where the whole family learned English from the safety of their home.”

Paz Collao,

Head of the We Learn program.

The limited internet access of many children throughout Chile provided momentum to the search of new platforms and the furthering of distance learning. This led to the birth of “*Escuchando Aprendo*” (“I learn by hearing”) and “*Con We Learn Aprendo Inglés*” (“I learn English with We Learn”), two radio shows that accompanied learning endeavors in an innovative way, which aired for the first time this year.

“*Con We Learn Aprendo Inglés*” (“I learn English with We Learn”)

Hosted and produced by our Foundation’s We Learn program team, the program “*Con el Valle Aprendo Inglés*” (“I Learn English with the Valley”) aired in April. This radio show was an initiative to support the Elqui Valley community in their English-learning efforts, reaching homes in an innovative way, during a year that proved to be difficult for all of us.

English was the star of the local radio for one hour every week, and the show was so successful that it was renamed “*Con We Learn Aprendo Inglés*”, expanding outside the Elqui Valley, reaching more than 180 radios throughout Chile, from Arica to Magallanes. Students were taught the language through songs, games, and other recreational activities, even helping adults practice their English knowledge.

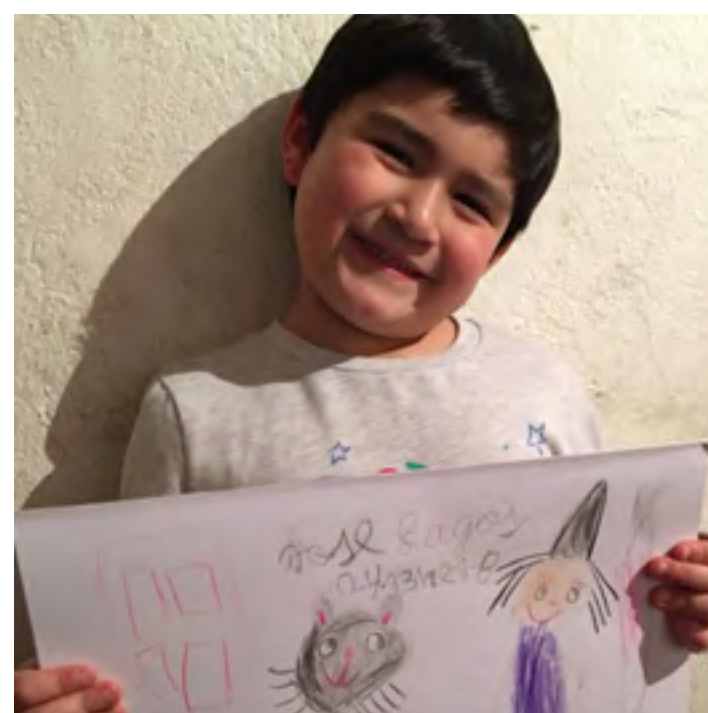
“*Escuchando Aprendo*” (“I learn by hearing”)

The team at Un Buen Comienzo designed the radio show “*Escuchando Aprendo*”, to support distance learning. The eight-episode show was aimed at children from pre-kinder to second grade, and was based on songs, brainteasers, stories, and games, to reinforce language development. Thus, boys and girls learned, explored new formats, and enhanced skills during complex times.

“*Escuchando aprendo*” was born from the need to provide all children with a fun learning space, available to all families, regardless of whether they had technological resources or not.”

Perla Chávez,

UBC Implementation Director.



“The pandemic prompted us to create interesting bonds with local radios, to establish a large network to support children through our radio shows.”

Carolina Valdivieso,
Head of Communications
at the Foundation.

Children from UBC show their draws from the radio show “Escuchando Aprendo”.



Online creativity

The schools participating in the We Learn and Un Buen Comienzo programs applied all their creativity to develop innovations and mechanisms to enable them to remotely continue with the children's formative process. By applying various strategies, school leadership and classroom teams worked together with families to support the learning process throughout the year. Below, we present three success stories that took place within the school network.

Reinvented commemoration

Every year, the Santiago Bueras School in Puerto Natales celebrates the city's anniversary with activities and student exhibitions for the educational community. However, the health contingency in 2020 prevented this from happening.

Commemorations took place through the activity "Natales desde mi ventana" ("Natales from my window"), a title inspired by the only space from which children could contemplate their city, with the goal of unifying objectives and as a first approach to project-based learning. The students participated by painting a significant city location on a stone and then recording a video in English to feature their work.

Parent Tutors

The 21 PreK students at the San José school, in the pre-mountain range area of San Fernando, saw their learning interrupted by the pandemic, due to various family contexts such as lack of time or their parent's work situation. For this reason, the school implemented the "Parent Tutors" initiative.

"We realized that daily coaching for young ones was essential and that it was necessary for us to work collaboratively, due to the fact that the parents' schooling level did not facilitate the support that they could provide their children within the educational scope," says early childhood education assistant Victoria Galaz.

Some parents, appointed as Parent Tutors, made brief daily visit to help children in their activities. This maintained the connection with the families, benefiting the students who most needed support during the crisis.

A folder full of lessons

A portfolio full of activities allowed more than 260 students from the La Isla school, in Doñihue, to work each day with different materials, in an analogue fashion: with a short story, with Super Asistencia, or using vowels and consonants, among other activities.

As a way of responding to the access problems to electronic devices and internet connections, the team of professionals at the establishment developed this strategy to maintain learning and evaluate the progress of the children at the initial level. At the end of their activities, the parents sent a photo or video to the educators, documenting the work done during the day.



The Word of the Day is...



“The adaptive capacity of the teachers participating in the We Learn program provided new tools for hundreds of children (who continued their studies under unique conditions during 2020) to not be left behind with their English learning.”

Claudia González,

English teacher at the Jerónimo Godoy Villanueva School in Paihuano, region of Coquimbo.

More than 200 children and youngsters shared their English skills in videos, through the “The Word of the Day” initiative, an educational project created by the Live Language Theater, in conjunction with the We Learn team and schools. The English vocabulary capsules were broadcasted by TV Educa Chile, an open television channel, supported by the Ministry of Education and the National Television Council, which began to air in April 2020 as a complement to distance education during the coronavirus pandemic.

By introducing a new English word each day, and through drawings, objects or outdoor activities, students from the districts of Paihuano and Vicuña (in the Elqui Valley) as well as Puerto Natales, remotely taught the language to their peers. In this way, words such as “carrot”, “tree”, or “paint”, were introduced to dozens of homes.

“With the pandemic and closed schools, we had to innovate and find a new way to reach students and continue driving the practice of English through action. ‘The Word of the Day’ aligns perfectly with our educational concept, consisting of constantly implementing student participation in learning,” says Live Language Theater Executive Director, Valérie Fauvage.

The “The Word of the Day” series had a double functionality: To expose children to English from an early age through playful capsules and to allow them, the protagonists, to practice the language from their homes in times of isolation.



Closer to teachers

In a challenging scenario for Chilean education, the Foundation launched the “Oportunidad en línea” (“On-line Opportunity”) platform, a free access and freely available online tool that enabled preschool teachers and aids, as well as classroom and school leadership teams to receive training in language strategies, natural sciences, and the promotion of classroom attendance.

The platform placed contents at the disposition of school communities, that were based on the lessons and experiences acquired by the Un Buen Comienzo program, which has been collaborating with public schools in the Metropolitan and O’Higgins regions since 2008.

Innovative strategies, proven methodologies, videos addressing best practices, lesson plans and downloadable materials are part of the platform that supported distance learning during the pandemic and will continue to do so in 2021.





oportunidadenlinea.cl

A new era of learning

In its first stage, the platform offers courses focused on early childhood education. Courses will be launched in 2021, firstly to teach English from an early age, and subsequently, to provide training on leadership for school improvement.

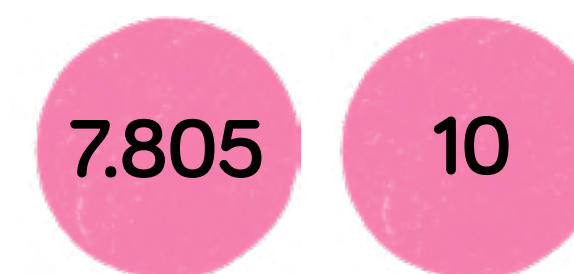
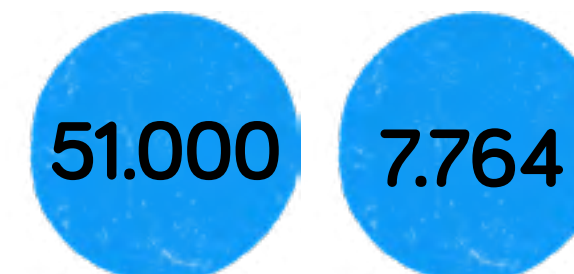
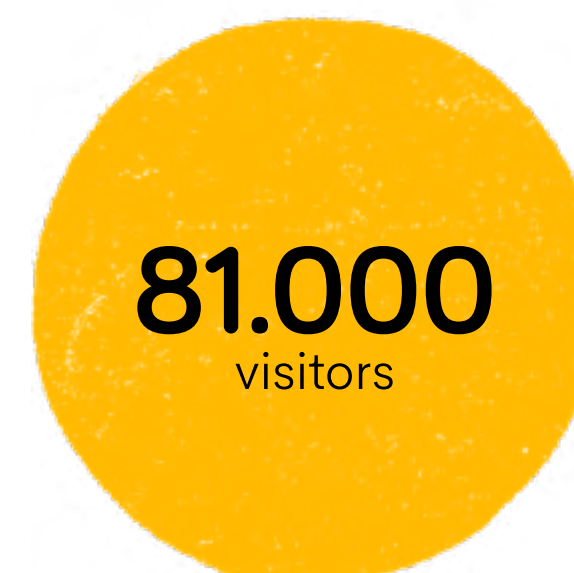
“We are immensely proud to be able to share the experience and lessons gathered by the Foundation over more than 12 years, so that more classroom and leadership teams can access them and put their learnings at the service of the students. This became even more relevant in the context we lived in 2020 and we hope it will be a useful tool for the professional development and learning of children.”

Marcela Marzolo,

Executive Director of Fundación Educacional Oportunidad.

Alliance with CPEIP

With the goal of sharing the contents of our “Oportunidad en línea” online platform, in 2020 we formed an alliance with the Center for Improvement, Experimentation and Pedagogical Research (CPEIP) of the Ministry of Education, which will be implemented during 2021. In this way, the content will be incorporated into the CPEIP’s offer, and will be available to be disseminated to the community.



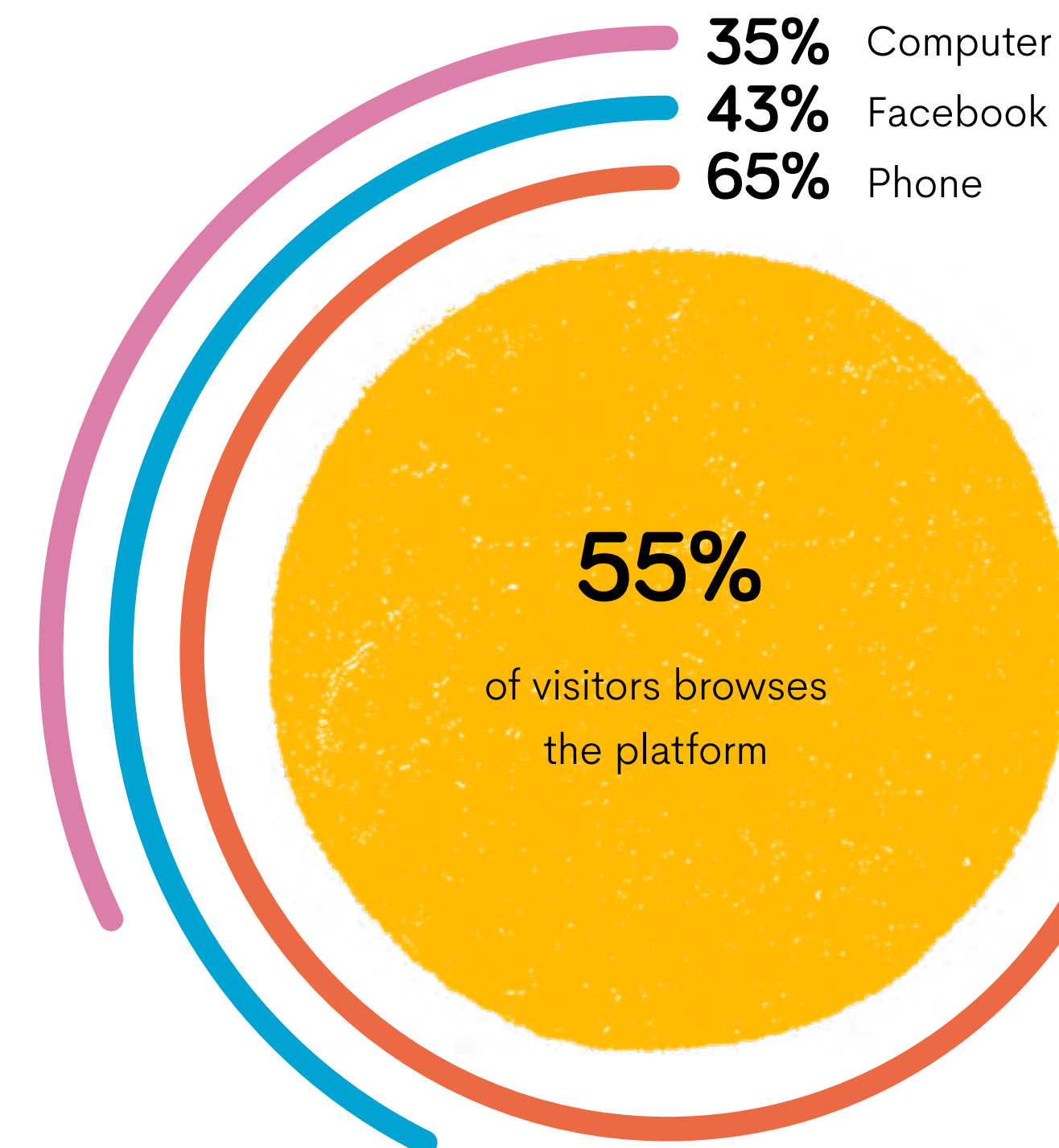
TOP #3 REGISTERED IN COURSES

2.654
EP Curriculum
Priorization

1.199
Oral
Comprehension

962
Phonological
Awareness

9,2%
Course
Completion Rate

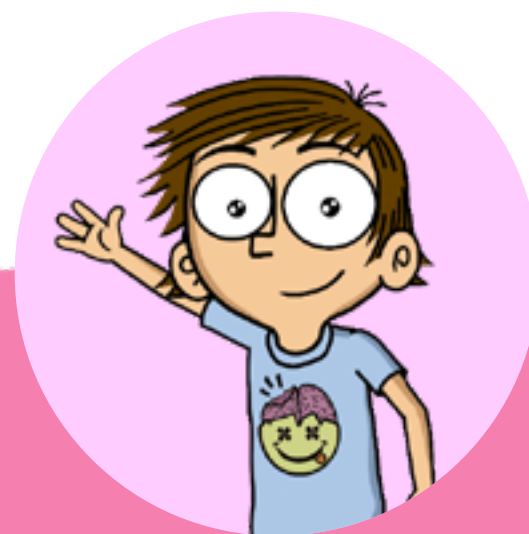




Let's play! With Mario and Ela



Ela: is an adventurous girl, with a great sense of humor and very smart! She likes to play with words and loves finding new ways to challenge herself and learn.



Mario: *Marito or Marete* is fascinated by horror stories, and particularly by zombies. He is a very curious child, loves to learn new words and entertains himself by discovering how language works.

In an academic year without face-to-face classes, the Foundation (with the support of UNICEF, the Undersecretariat of Early Childhood Education and the *Chile Crece Contigo* Program from the Ministry of Social Development and Family Affairs) created its first animated children's series titled "Let's Play! With Mario and Ela".

In each chapter of the series, aired by the TV Educa Chile channel, Mario and Ela made a discovery that led them to pose an entertaining challenge, such as creating funny phrases by changing the word order in a sentence, finding compound words like "*rompecabezas*" ("jigsaw") and "*cortauñas*" ("nail clippers"), and finding words that begin with a vowel.

The adaptation to a new, dynamic, and innovative format, where children are the protagonists, sought to entertain, motivate, educate, and also generate autonomy in the learning process. In addition to the chapters, the *Oportunidad en línea* online

platform also included games and challenges complementing the series.

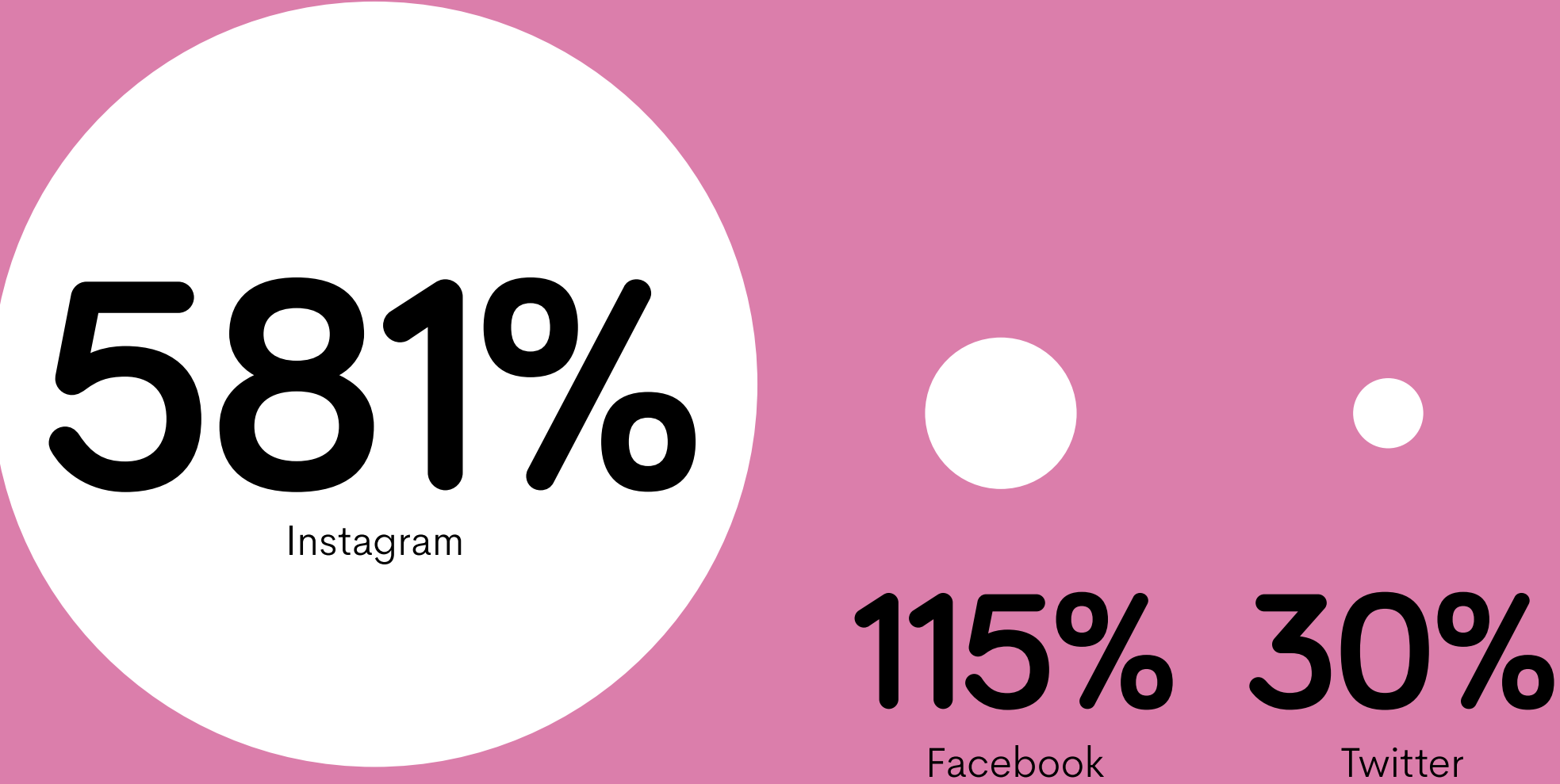
Trinidad Castro, Head of the Foundation's Transfer of Learning area, explains that this series compiled an important part of what has been learned over years in the field. She highlights that "the most important thing is that the educational experience does not end once the series is over but is rather the starting point for other activities."

Its main objective was for children between the ages of 4 and 7 to understand how oral language works and develop skills in a playful manner. In addition, it provided families with ideas of activities that can be carried out with children, with clear and specific instructions.



Information of interest

SOCIAL MEDIA GROWTH



CAMPAIGNS

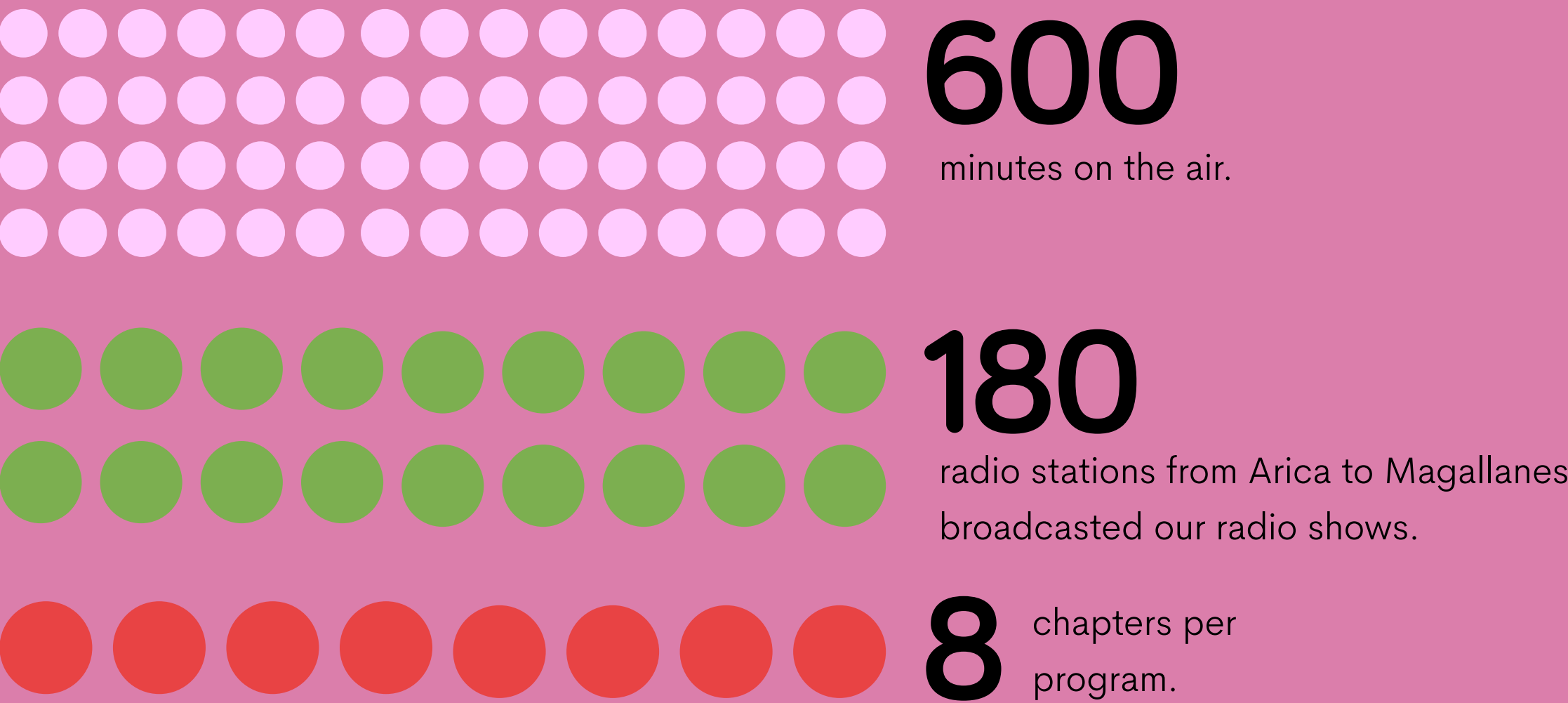
19
resources presented in the **"Piensa Fuera de la Sala"** ("Think Outside the Classroom") campaign.

60.000
people reached by the **Super Assistance #TeCuida** campaign.

200
students were part of **The Word of the Day** initiative.

238.000
children participated in the **#NiñosFelices** campaign.

RADIO SHOWS





Welcome

We Coach

We Learned

We Innovate

We Collaborate

Financial Records

Download



We Collaborate





“ Collaborative work and partnerships enable us to drive sustainable change. Alone, one can move faster, but together we can travel further; that’s why it’s essential to work in unison, learn from others, and take advantage of the complementary capacities of the various organizations, such as Fundación Educacional Oportunidad, with whom we are privileged to work and from which we always learn a lot.”

Joaquín Walker,
Executive
Director of *Elige
Educar*.



Learning with TV



Taking advantage of the new educational tool TV Educa Chile (created by the Ministry of Education in conjunction with the television channels grouped under ANATEL), as a Foundation we created material to support educators and parents in their use of this resource. With families in mind, we designed informative cards to encourage children (in accordance with their age) to develop the skills that are promoted in each series, thereby reinforcing the lessons provided in the shows.

Moreover, we created useful orientation guidelines addressing TV Educa Chile's content to support the classroom teams, detailing the schedule and name of the show, as well as an overview of its content and learning objectives, in accordance with the Curricular Guidelines for Chilean Early Childhood Education.

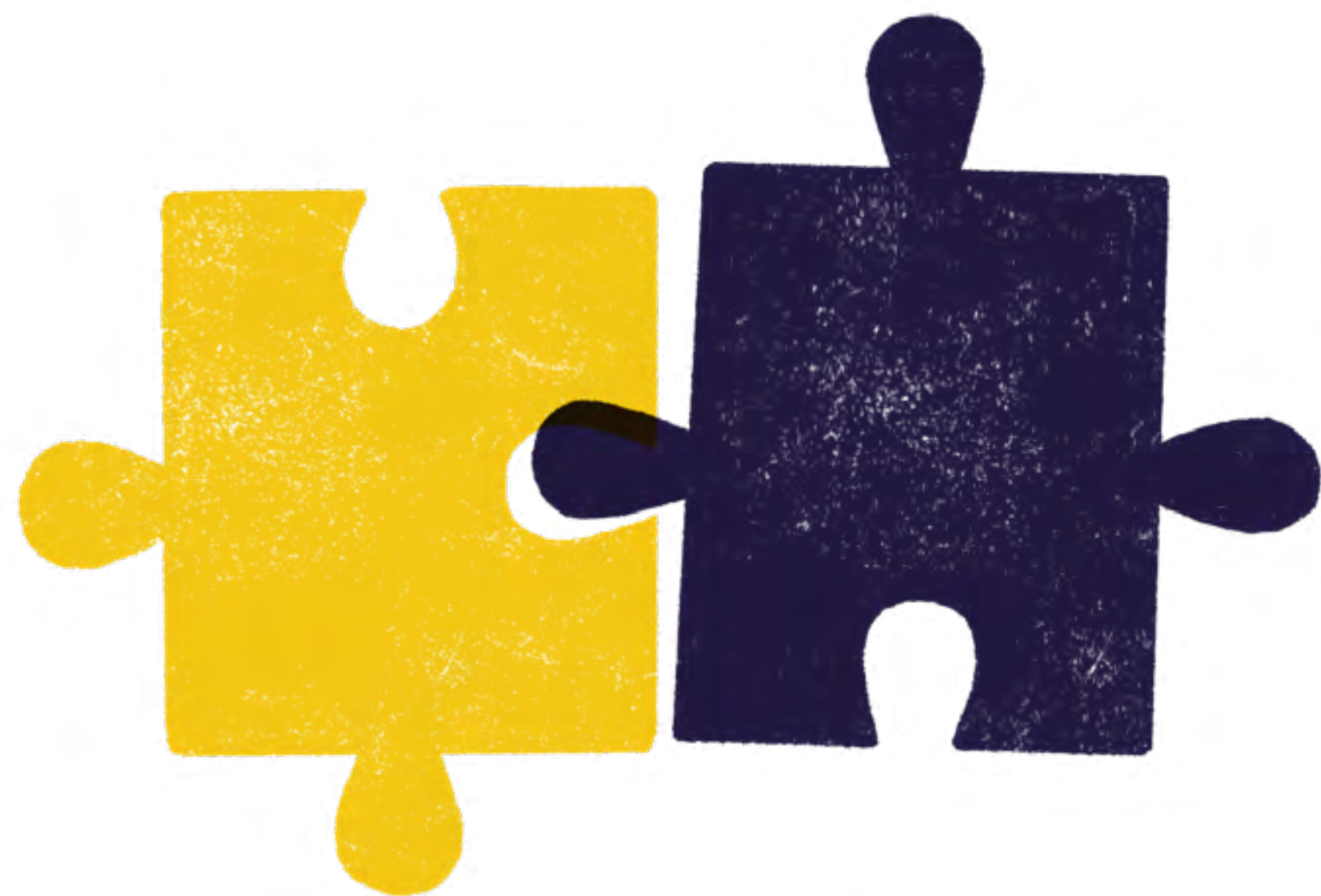
The created material was shared with TV Educa Chile's team, who in turn used it in some of their presentations to promote the contribution of the TV shows, and how they complement the learning objectives.

The updated guidelines are included in the article "Television and Learning in Pandemic Times", published in the blog of the oportunidadenlinea.cl platform. And the activities can be found in the Family Resources section, on that same platform.





Together we are stronger



In an uncertain context, in June 2020, we met with 10 affiliated foundations to connect, share experiences, acknowledge communicational challenges, identify common objectives, and generate a communicational support network.

The virtual meeting was held with the participation of the communications managers of *Elige Educar*, *Enseña Chile*, *Educar Chile*, *Fundación CMPC*, *Fundación Educacional Luksic*, *Fundación Niños Primero*, *Impulso Docente*, *Tandem Profesores* and the Vicariate of Education, as well as *Fundación Educacional Oportunidad*, who lead this space, with all participants agreeing to stay in touch and thus support each other, jointly coordinating communicational issues.

New foundations joined during the course of the year: *Súmate*, *Fundación Mis Talentos*, *Fundación Sara Raier*, *Desafío Levantemos Chile*, *Educación 2020* and *Fundación 99*, totaling 16 organizations that mutually support each other, disseminating content on social media.

Moreover, in 2020, the Undersecretariat of Early Childhood Education supported the dissemination of the Foundation's communicational campaigns throughout the year, supporting their relevance and importance to the education of thousands of children in the country.

International collaboration

In 2020 we joined *Aprendoencasa.org*, an international platform of educational content for students, teachers, and families, available in Latin American countries such as Uruguay, Mexico, Paraguay, and Argentina, among others.

Thanks to this alliance, Spanish-speaking children from over seven countries have watched the “*¡Vamos a jugar! Con Mario y Ela*” animated series, as well as the contents of the “*Super Asistencia #TeCuida*”, “*#Niños Felices*” and “*Oportunidad de Aprender*” campaigns. Educators have been able to access innovation stories that have taken place during the pandemic, the “10 Essential Practices for Initial Literacy” booklet, as well as other contents shared by the Foundation.



We Have to Talk About Education

What education is needed to address the country's social, cultural, climate and political challenges? How do we build an education for the 21st century? Why talk about education?



An invitation to work on Chile's major educational issues is at the core of *"Tenemos Que Hablar de Educación"* ("We Have to Talk About Education"), an initiative promoted by *Acción Colectiva*, which brings together more than 22 civil society organizations (including our Foundation) that are committed to quality, equitable and inclusive education.

Through its various participation instances, this space seeks to create a diverse dialog, positioning education as a relevant topic on the country's agenda and generating a roadmap for public policies.

"We want to place education at the center of the conversation, as it is a country-wide issue that many citizens identify as key to achieving greater equity and social transformation. It is the school communities, especially children, youngsters and their families, who (through their perspective) will contribute to the enrichment of today's education," said Marcela Marzolo, Executive Director of the Foundation.

Children, youngsters, and adults joined the conversation through a Citizen Consultation. Moreover, educational establishments were able to generate their own spaces for dialog and reflection through a participation bundle.

Through direct work with the establishments, seven members of the Foundation's team sponsored one school each, accompanying them in the process of implementing the *"Tenemos que Hablar de Educación"* initiative. They were in charge of establishing the first contact, explaining the project to them, motivating them to participate, and helping them solve questions, also collecting and uploading guidelines to the virtual platform. They also participated in the conversations held at each establishment with parents, students, and teachers.

"Tenemos Que Hablar de Chile" ("We Have to Talk About Chile") is a collaborative meeting platform of citizen advocacy, promoted by Pontificia Universidad Católica de Chile and Universidad de Chile.



United to fight school exclusion

“It’s very important for us to generate these spaces of reflection, to deeply examine this problem and give it a sense of urgency, in an active and preventive way.”

Liliana Cortés,
Executive Director of *Fundación Educacional Súmate*.

In Chile, it is estimated that about 187,000 children and youngsters have not completed their school education and do not attend an educational establishment. During the pandemic, projections from the Ministry of Education show that this figure could reach 267,000 students that are currently in the schooling age.

With the aim of addressing this problem, Fundación Educacional Oportunidad joined Educación 2020, Fundación Educacional Arauco and Súmate, in the cycle of webinars titled “Cultivando trayectorias escolares” (“Nurturing school paths”), which gathered valuable and successful strategies to fight against school exclusion.

Every Thursday in November, we met to discuss the medium and long-term consequences of the health emergency we are currently living in, how to promptly detect children that are at risk of being excluded from the school system; networking; the generation of conditions to help reduce this problem, and the process of returning to classes.

The cycle was broadcasted online by each of the participating foundations, on their Facebook pages and Youtube channels, jointly achieving views from over 3000 people.

Isidora Recart,
Manager of *Fundación Educacional ARAUCO*.

“Generating spaces for collaboration, learning and reflection with others opens us to innovation, allows us to articulate answers with the support of others, and helps us adapt during complex times.”

“We hope to continue creating spaces to share good practices, in order to ensure positive educational trajectories for all children and youngsters in the country.”

Marcela Marzolo,
Executive Director of *Fundación Educacional Oportunidad*.



A poster for the Carnegie Foundation



We delivered a presentation at the Education Improvement Congress, organized by the Carnegie Foundation in April 2020, through the poster titled "Implementing an Early Childhood Education Quality Improvement Network: Un Buen Comienzo".

During this virtual instance, we presented the collaborative model implemented by the Improvement Network program of Un Buen Comienzo, during 2019.

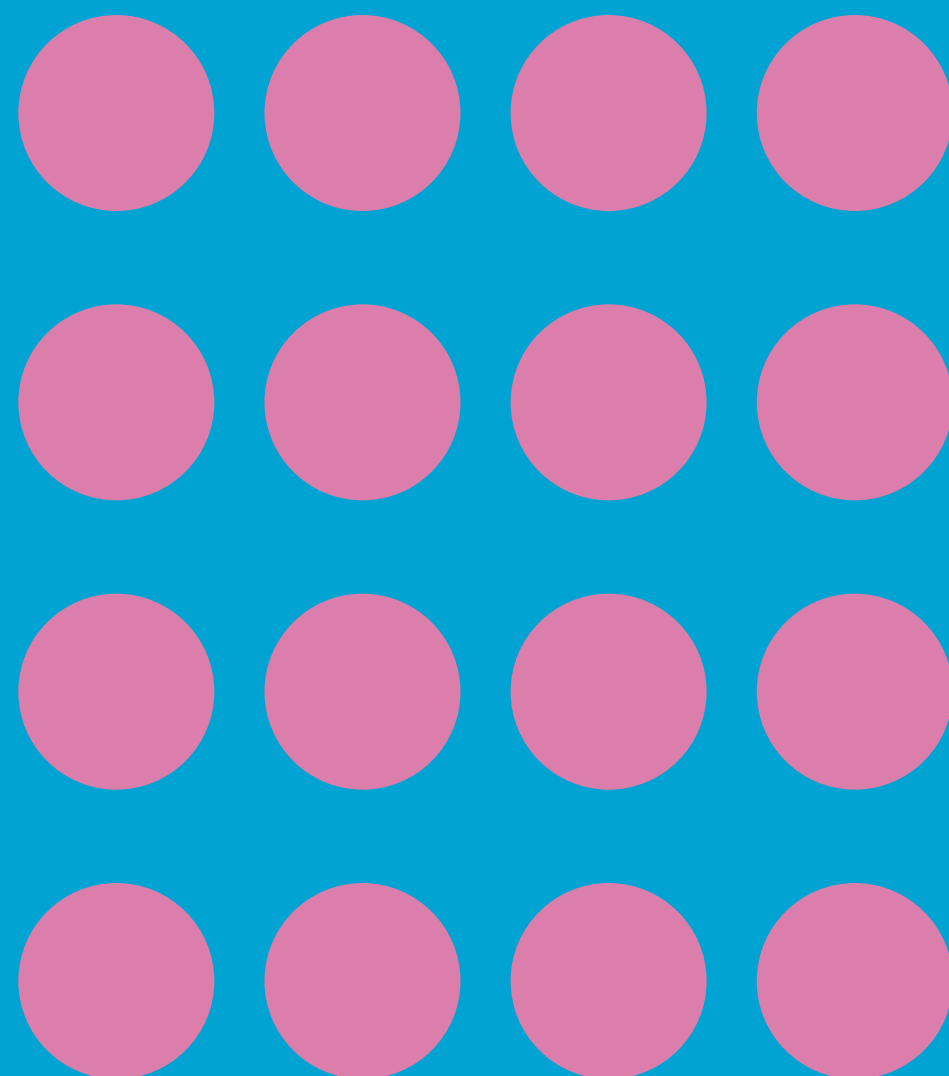
Effective interactions, instructional time, and chronic absenteeism were the main topics addressed in the poster, which further explained how the work of the UBC Network was articulated at the community level, the results of the language assessment of children participating in the program, and the teachers' learning stemming from the 2019 networking endeavors.





Information of interest

TEAMWORK



16

Education foundations participated in this communication collaboration.



+

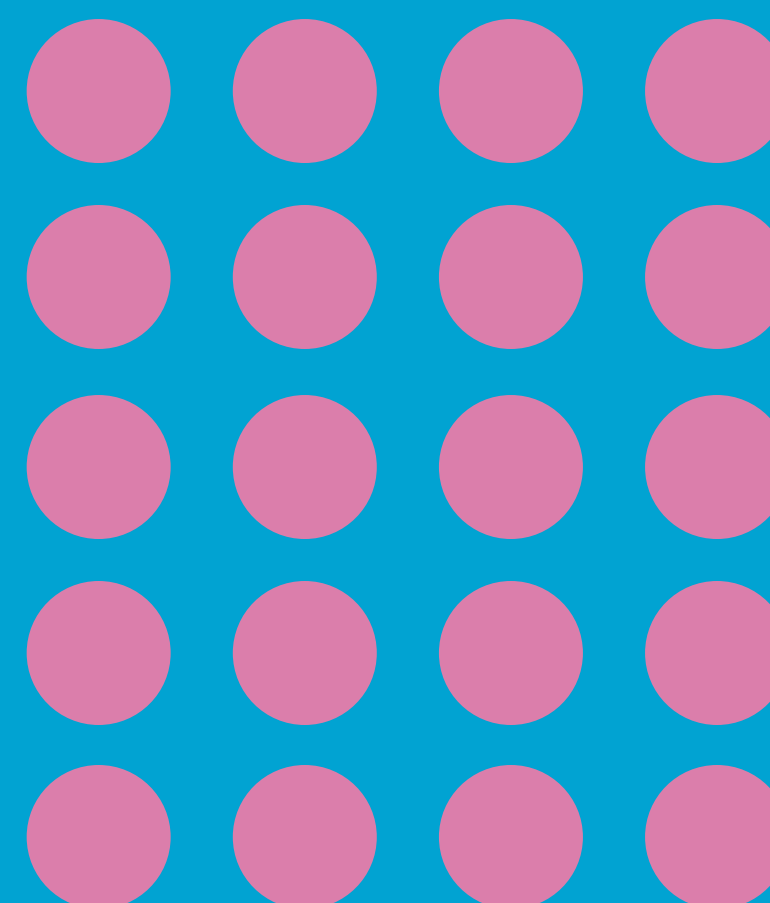
22

other civil society organizations.

ONLINE

The webinar cycle "Cultivando trayectorias escolares" ("Nurturing school trajectories") had

+3.000 views



We have shared

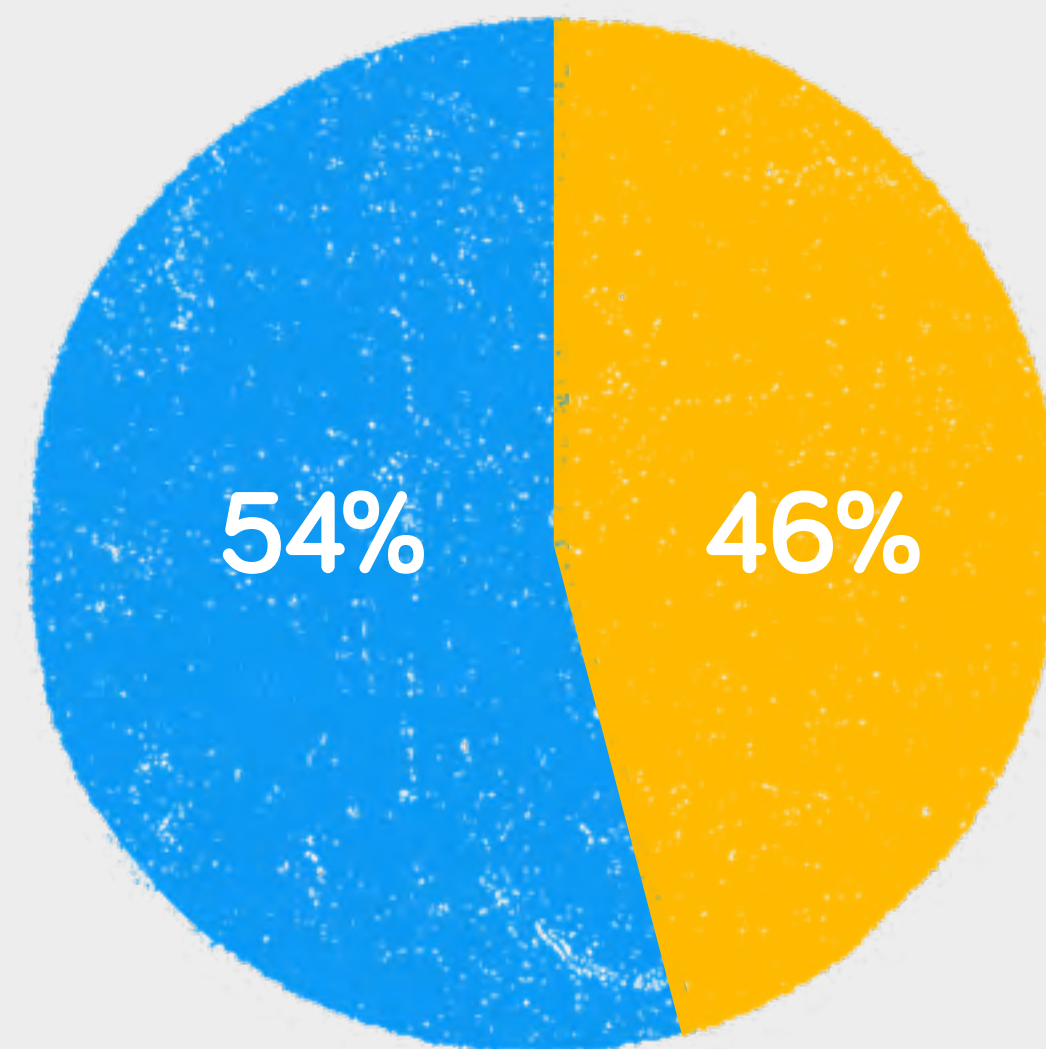
+20

resources in the aprendoencasa.org international platform.



Financial Records

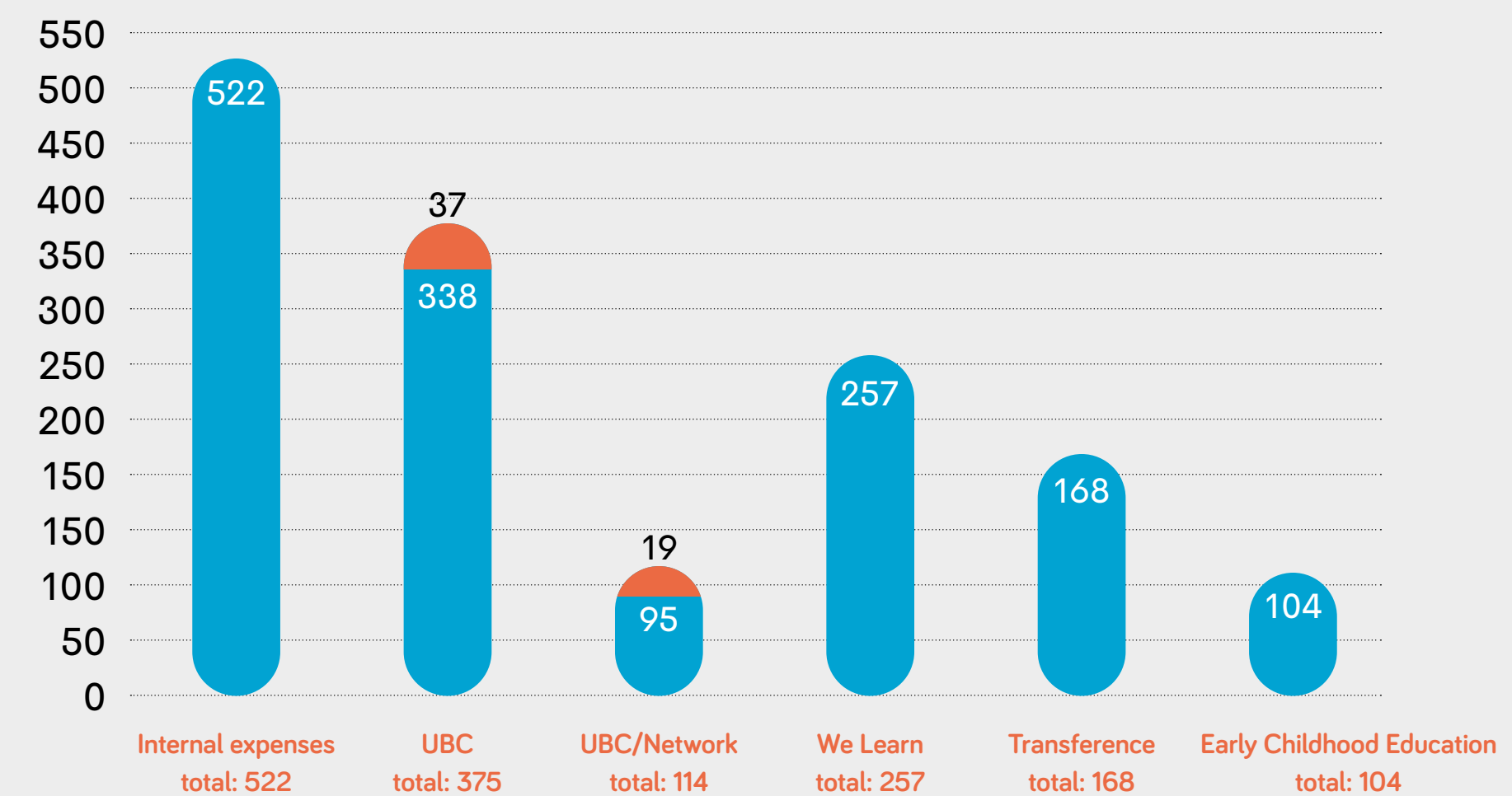
HISTORICAL INCOME



- Founder (national)
- Others (foreign)

Source: Accounting

EXPENSES FOR THE 2020 PERIOD - PER PROGRAM
(In CLP MILLIONS)



Total: \$ 1.540

- Operation
- Evaluation

Source: Accounting



Production, drafting and editing
Memoria Creativa

Art Direction
Camila Berger

Illustrations
Pablo Luebert

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