

2021  
Annual  
Report

# Fundación Educativa Oportunidad





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## FINANCIAL RECORDS 77

We promote the development and learning of children and youngsters, from their early childhood, innovating and working collaboratively with others.



## Welcome remarks

We proudly share the work that we have done together with more than a thousand education professionals during 2021, to guarantee the right to education of children in the country.

For 15 years, our Foundation, together with classroom and leadership teams, have been jointly investigating the negative effects of chronic absenteeism on the learning and development of children in early childhood education and the value of classroom attendance. Covid 19 restrictions, which left students at home for extended periods, have provided us with a deep and widespread understanding of the importance of the interactions that take place in schools. The pandemic has affected the social, emotional, cognitive, and physical development of children, creating greater lags for those living in disadvantaged conditions.

Teaching work has faced tough challenges. The effort to maintain contact

with each student and promote effective learning activities, almost always at a distance and with difficult connectivity, has been arduous. Support from families and caregivers has been key for establishing a learning link in early childhood education and the early years of elementary school.

The Foundation has deepened a model of improvement networks between classroom teams that facilitates pedagogical innovation between peers in the territories we coach. This collaborative model generates evidence to further improve the coaching processes, inspires other educational teams, and contributes to public policy. In 2021, we expanded the offer of courses and educational resources designed from the experience that resulted from our programs, placing it at the disposition of educators and teachers interested in enriching their practices.

We hope that the lessons learned from the pandemic will enable us, as a society, to renew the commitment to quality education for children living in Chile, to generate the necessary collaboration that will guarantee classroom continuity or obtain the appropriate support when this is not possible.

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**Claudia Peirano Rodríguez**  
Chairman of the board





## Dear friends:

As a Foundation, we started the year 2021 having already adapted to a new reality but hoping that the pandemic would end and that schools would open their doors in March. Unfortunately, this was not the case. However, we were able to continue to coach hundreds of public schools that are part of our *Un Buen Comienzo* and We Learn improvement networks.

All we did was thanks to the Foundation's great team. A team committed to a purpose, passionate about its endeavors, which works professionally and rigorously. An innovative team, which has managed to deal with uncertainty and answer questions that did not have obvious answers.



Thanks to everything we learned and the countless strategies we designed in response to the demands of remote education, we can continue to transfer our learning and collaborate with others to contribute to the education of our country's children and youngsters.

It was in this context that we celebrated our 15 years of life. 15 years in which, as an organization and through collaboration and innovation, we have been able to contribute to education, particularly early childhood education and the early teaching of English.

In 2021, our focus was that no child or youngster would lose their connection with their educational establishment, and we worked on this jointly with educational communities and other public and private organizations, with whom we shared the same goal.

We keep on learning and developing new capacities, to continue contributing to education in our country, as a social mobility vehicle for everyone's comprehensive fulfillment, starting from early childhood education.

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**Marcela Marzolo Malagarriga**  
Executive Director



## Board of Directors

The board worked under a strategic vision, to ensure that the Foundation continue contributing with the improvement of the country's education, despite the difficulties caused by the pandemic.



## Team

We continued to adapt to the needs of educational communities in 2021. For that purpose, we strengthened collaborative and distance work, always prioritizing the coaching of classroom and school leadership teams.





# We are celebrating 15 years

Our journey has been full of challenges and lessons. In 2020 and 2021, the pandemic forced us to adapt to unprecedented circumstances. Despite the enormous challenges, we have succeeded in making a difference in the topic that primarily summons us: that Chile's children and youngsters receive the education they deserve. We have not walked this path alone. Both the schools and our strategic partners have enabled us to share knowledge, methodologies, and successful strategies. In this way, we contribute, day by day, to improving education in the territories where we work, and we trust that we will continue to do so in the years to come.



## Presentation

Our history began in 2006, teaching English workshops at 3 schools in the Elqui Valley, benefiting 451 students.

In 2021 we coached classroom and school leadership teams of:

425

Classrooms

150

Public  
Schools

33

Kindergartens

17

Districts

4

Regions

In them, we collaborated with the learning development of over 8,503 children and youngsters, through the Un Buen Comienzo and We Learn programs.

8.503

The actual riches of these numbers, that we are most proud about, are the lessons that we have learned along the way. At the beginning of 2022, we confirm our desire to continue learning and making our experience available to early childhood education and the early instruction of English.





## Our programs

### We Learn

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

[Find out more about this program here.](#)

### Un Buen Comienzo (UBC)

Un Buen Comienzo is a teacher and leadership professional development program, as well as a collaborative working network, which 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.

[Find out more about this program here.](#)





## Attendance

This endeavor provides classroom and school leadership teams of the *Un Buen Comienzo* and *We Learn* programs, with a series of strategies aimed at promoting attendance, as well as specific approaches for targeted work with children who exhibit repeated absenteeism.

A study conducted in Chile shows that missing school has a negative impact on students' learning. Chronic absenteeism (CA) is missing 10%, or more, of school days in a year, or two days a month.

The Attendance program works with classroom and school leadership teams and advises outside organizations regarding the reduction of chronic absenteeism.

[Find out more about this program here.](#)





## 15 years, 15 contributions

In 2021, we set out to review our history and reminisce on the progress that has made us grow to tackle new challenges. The result is reflected in the publication “15 años, 15 aportes: Comprometidos con la educación en Chile” (“15 years, 15 contributions: Committed to education in Chile”), where we share these contributions:

[If you want to access the document “15 años, 15 aportes: Comprometidos con la educación en Chile”, click here.](#)



1.

We contributed to create awareness regarding early childhood education.



2.

We expanded the opportunities to learn English from an early age.



3.

We fostered collaborative networks.



4.

We promoted the quality of classroom interactions.



5.

We provided feedback to improve.



6.

We promoted effective use of classroom time.



7.

We provided investigative evidence to create public policies.



8.

We provided a new outlook on school attendance.



9.

We generated opportunities for ongoing training.



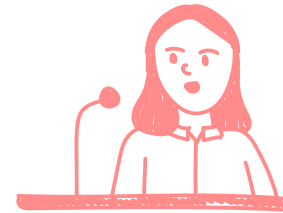
10.

We promoted the continuous quality improvement methodology for academic enhancement.



11.

We empowered school leadership teams to lead cultural changes in schools.



12.

We accompanied community leaders who facilitate sustainable transformations.



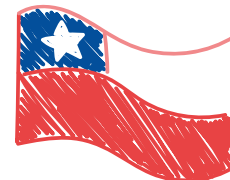
13.

We relieved the role of early childhood education aides.



14.

We shared innovative knowledge.



15.

Our aim was to contribute to public policy.



# Share

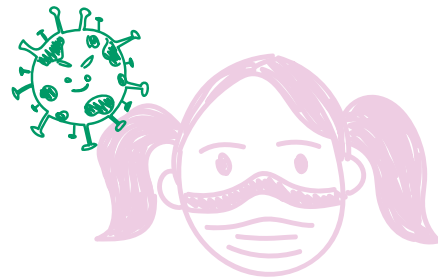


The importance of participating in learning experiences at school or at home.





## A new outlook regarding attendance during the pandemic



In 2020 and 2021, the pandemic imposed a distance-learning modality, with an impact on the quality of learning. Because of connectivity problems and a lack of technological resources, many students—especially those living in situations of social vulnerability—progressively distanced themselves from the education system, at risk of dropping out of school, which not only harms learning, but also the students' degree of connection with peers, teachers, and the school community, which can lead to students interrupting their educational careers.

International studies emphasize that abandoning the educational system without completing minimum academic credentials is a detrimental milestone in a student's socio-economic and employment trajectory, which increases the risk of poverty and/or social exclusion (Eurostat, 2017).

It is a failure of the school system as a whole (MINEDUC, 2013) that children and youngsters discontinue their studies without taking their educational instruction level to completion; generating harmful effects both individually and socially (Valenzuela et al., 2019).

In this complex scenario, we decided to change our outlook on school attendance and adopted the concept of "participation," which

allows us to approach school attendance from a remote, hybrid perspective. After meetings with educational communities and networks of experts, we began by establishing our definition of participation: "It is the frequent contact of students with school during the academic period, in face-to-face or virtual format, through their involvement in the development of synchronous or asynchronous learning experiences".

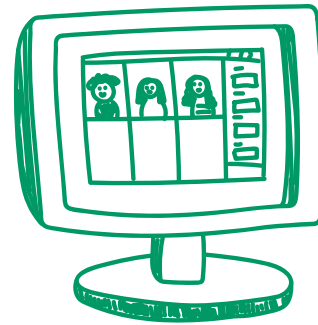
While we acknowledge that face-to-face and the virtual activities can have different impacts, we also understood that it was essential to use a concept that would cover all participation possibilities. Therefore, the new definition considers students:

- attending classes, face-to-face, at the classroom.
- participating in virtual (synchronous) learning experiences.
- participating in subsequent learning experiences, after educator sends them the study materials (asynchronous).



For *Un Buen Comienzo*, the goal in 2021 was for children in early childhood education to participate in learning experiences, whether face-to-face or virtually, synchronously, or asynchronously, at least three days a week.

Regarding the We Learn program, as the focus is on improving English learning, the participation goal was that 50% of students participate in 100% of English classes held each month.

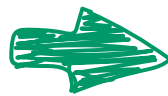


## The road traveled



1.

Expert work to update concepts.



2.

Defining goals.



3.

Construction of a measuring instrument.



4.

Reports.



5.

Process  
(community work, campaigns, media, strategies).



6.

Results.



## The experts meet

In March 2021 we held two expert meetings in order to review and build this new working model. We followed the collaboration model of the Continuous Quality Improvement Methodology, which allows us to identify and articulate opportunities for improvement. Continuous Quality Improvement identifies field professionals —such as teachers, educators, leadership teams— as well as people in academia, government, and other organizations related to this same area, as “experts”.



### Institutions that participated in the meetings:

- Ministry of Education
- Undersecretary of Early Childhood Education
- CIAE, Universidad de Chile
- Harvard University
- Fundación Integra
- JUNJI
- Department of Municipal Education (DAEM) of Pichidegua, Mostaza and Vicuña
- Education Corporation of Renca and Puerto Natales
- Fundación Arauco

### Municipal schools:

- Los Rastrojos, San Vicente
- Unión de Mujeres Americanas, Paredones
- Gustavo Le Paige, Renca
- Bellavista, Machalí
- Domingo Santa María, Renca
- Centro Parvulario, Doñihue
- Juan Torres Martínez, Vicuña
- La Ortiga, Paihuano
- Coronel Santiago Bueras, Puerto Natales
- Edmundo Vidal Cárdenas, Vicuña
- Jerónimo Godoy, Paihuano





Anita Díaz, one of the participants and Division Chief of the Undersecretary of Early Childhood Education, highlighted the possibility of suggesting nuances, taking into account the various realities of the families and institutions. On the other hand, Ramón Guerra, Principal of the Gustavo Le Paige School of Renca, emphasized: “We conducted a survey and we found that 64% of families exhibit economic problems, which is something that influences the possibilities that children have to connect on a daily basis. I think we must be flexible and start with a participation goal of at least 3 days a week”.

“Fundación Educacional Oportunidad’s proposal, arising with the active participation of teachers and school administrators, presents a valuable tool to monitor and learn from this link, as well as to monitor each student’s individual teaching-learning process, and proves to be a simple, yet very valuable, design that should be replicated in many kindergartens, schools and high schools throughout the country”.

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**Juan Pablo Valenzuela**

Researcher of Universidad de Chile’s Centro de Investigación Avanzada en Educación (Center for Advanced Research in Education) and member of the Team of Experts





## We created a new remote registration system

We designed a new registration system to measure and monitor each child's school participation: a template that reports participation in the three modalities: Face-to-face, synchronous remote, and asynchronous remote.

The result was a graphic report that was automatically updated every week, and which generated an alert identifying students who were not meeting the goal of participating at least three days a week. This allowed the classroom teams to intervene on time and prevent school exclusion.

### THE AUTOMATIC REPORT CONSIDERS

- The percentage of children who did not participate at all during the year.
- The percentage of children who meet the goal each week.
- The type of participation percentage that children exhibit (face-to-face, synchronous remote, and asynchronous remote) each month.
- The percentage of children who have not participated any day, on any given week.

“It's a tremendously positive change, because schools didn't have this data, and now they can see the reality of their classrooms in a chart. They can know how many children are at risk of school exclusion and, therefore, intervene on time”.

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#### Yanira Aleé

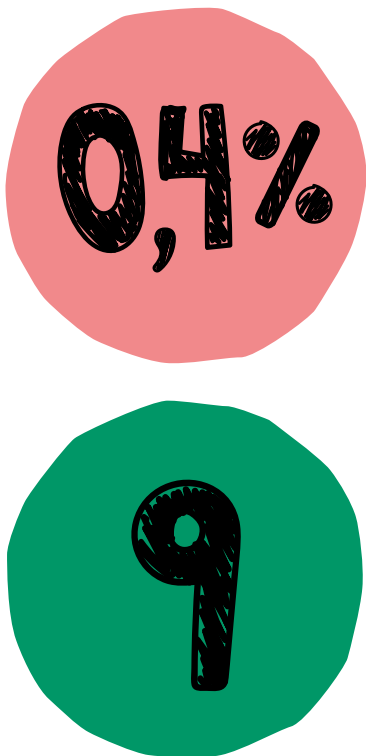
Head of the Attendance Program at  
*Fundación Educacional Oportunidad*



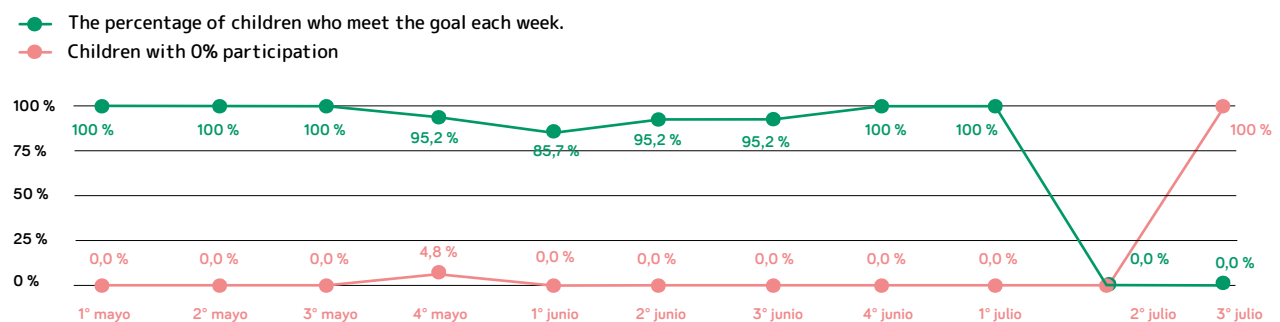


# Example of weekly participation measurement report

Number of children who have not participated in any activity between May and the present date



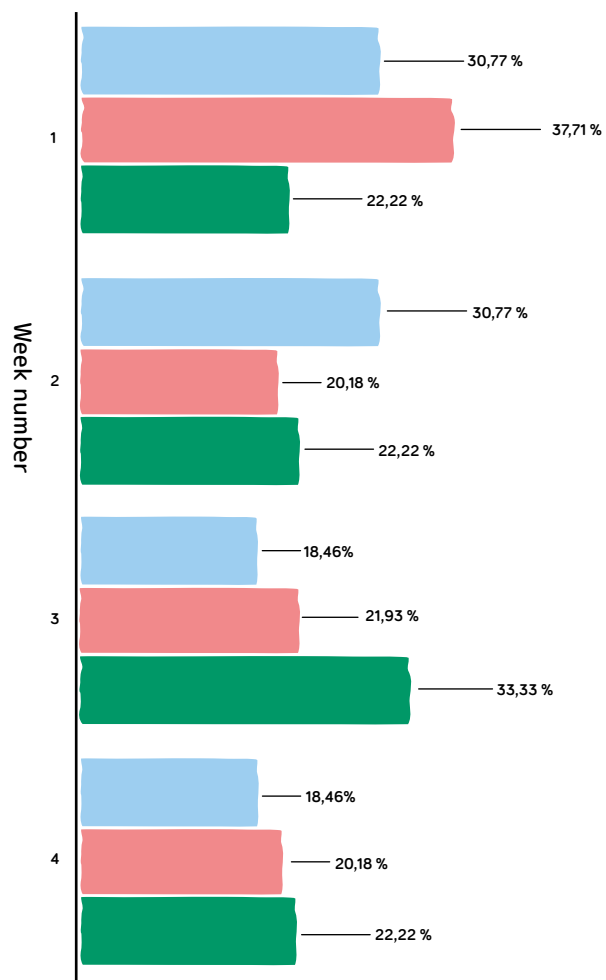
The percentage of children who meet the goal each week.



1 May = tells you that it is the first measured week and the month within which that week takes place (May)

The percentage of boys and girls, segregated in accordance with the type of activities they perform every week

Asynchronous remote (blue), Synchronous remote (pink), Classroom (green)





“This system has been a valuable contribution in order to collect data and use it to make decisions that improve our internal processes. Moreover, it has served to positively reinforce the students who exhibit good participation”.

Cristián Díaz Meneses,  
principal of the La Isla School,  
Doñihue.

“This system has had a positive impact, as it helps us to better organize the participation-related information we have collected, also indirectly providing data on the remote participation instances we have generated for our students”.

Catalina Cabello, preschool teacher at the Enrique Serrano School, Pichidegua.

“While it was difficult to adapt at first, once I used it constantly, I began to apply it automatically. It is beneficial to have an overview, as a class and individually for each student”.

Cynthia Aránguiz, English teacher at the Juan Torres Martínez School, Vicuña.

## We apply this model in our programs

Work under this new school participation outlook was applied in the two programs implemented by the Foundation: Un Buen Comienzo and We Learn. Thus, the Foundation’s Attendance program was able to monitor more than 8,000 children and youngsters in early childhood education and elementary school, in 17 districts, in 5 regions of the country.

## UBC

In April, following the expert meeting, we conducted network-wide training. We were seeking to establish a common language on the subject of participation.

## We Learn

While this new system has focused on early childhood education, it has also been used to monitor the participation of elementary school students in English classes. To implement it, we designed an online training addressing this new attendance outlook. The goal was that 50% of students participate in 100% of English classes each month.

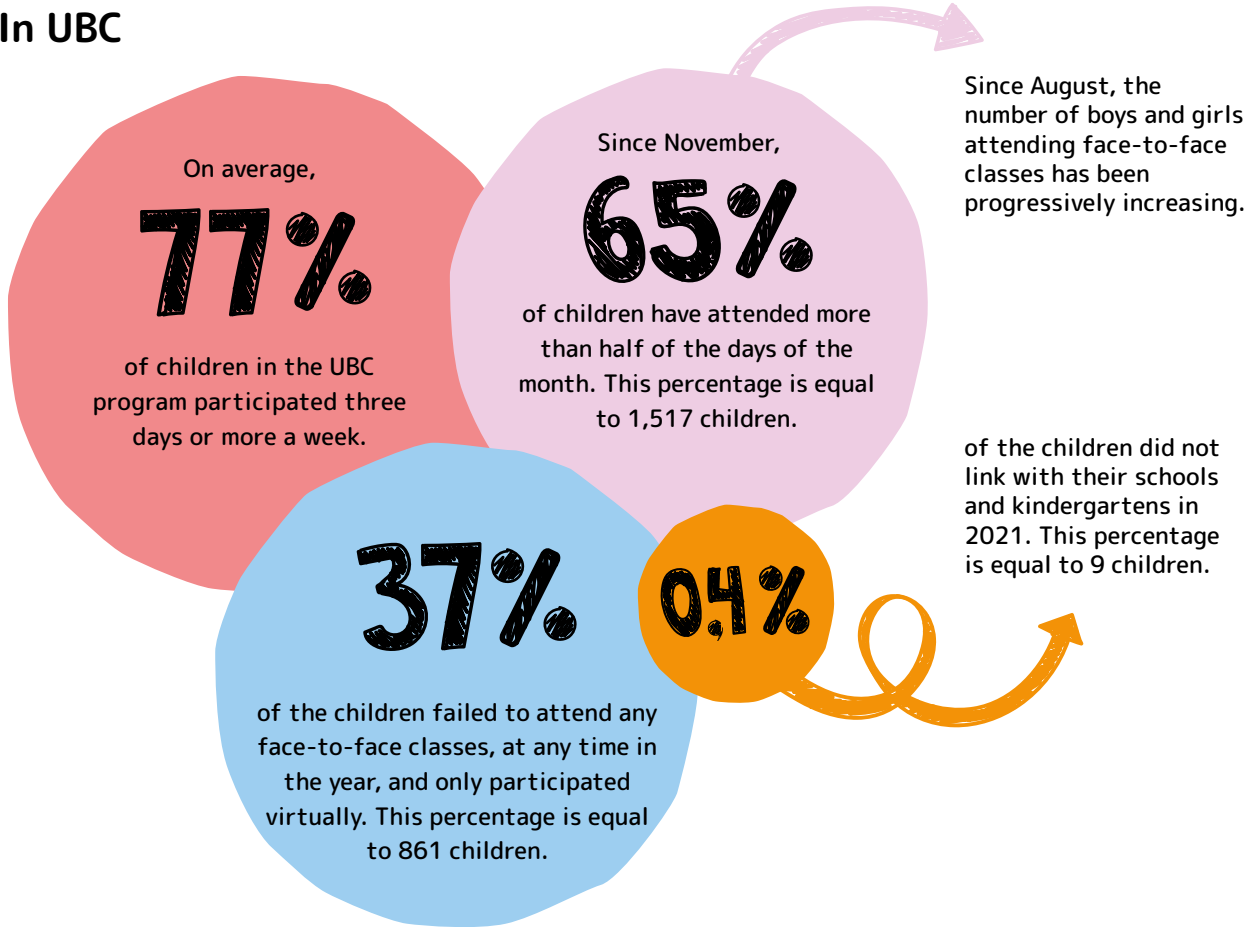


## Results

# 75%

of the schools and kindergartens where the *Un Buen Comienzo* and *We Learn* programs are implemented adhered to the new platform.

### In UBC



“These data point to two important aspects: on the one hand, our schools now have relevant information to make decisions and generate actions regarding children participation. This allowed classroom teams to generate strategies

to minimize the great lag that the pandemic was generating. On the other hand, we identified that 0.4% of the children are not participating in any way in the learning process, and that is a great challenge.

We want all children to be able to participate, and we will work on that in 2022”.

**Perla Chávez**

Director of Implementation of the UBC Program at Fundación Educativa Oportunidad



## En We Learn

**53%**

of students participated in 81% or more of English activities during the year. This percentage is equal to 1,124 children.

**26%**

of English students participated in all activities. This percentage is equal to 599 children.

**2,8%**

failed to participate in any of the classes (face-to-face or virtual) during the year. This percentage is equal to 65 children.

“During 2021, and within the context of the pandemic, schools continued their efforts to maintain the students’ educational processes, which took place remotely for most of the year. Data regarding each student’s participation in pedagogical activities was analyzed during the process, and thanks to timely interventions, it was possible to successfully involve more than half of the students in at least 81% of these activities. This data, backed by the results from the year-end English level assessment, accounts for a year in which school teams managed to connect with their educational communities and continue to enhance English learning”.

**Paz Collao**

Head of the We Learn program  
at Fundación Educacional Oportunidad



## Municipal attendance managers

Since 2018, the *Un Buen Comienzo* program and its Improvement Network have municipal attendance managers, who are part of each district's improvement team, that comprise a Network and encourage the advancement of attendance in municipal schools and kindergartens in their communities.

In 2021, we held four meetings with these teams to deliver new tools and enhance their work.

Simultaneously, the attendance managers participated once a month in municipal meetings, one of the most significant stages of the UBC Network, where all classroom and school leadership teams of the establishments that are part of that district's Network meet. At these monthly meetings, they established spaces to co-define the participation goals of their respective districts, promote work to increase participation, analyze data and detect and share successful ideas among schools.

### We shall not lose sight of those who are absent

In 2021 the Attendance Committee became the School Involvement Committee. We discarded the old attendance platform and adopted the new participation registry. Through it, we were able to detect students participating less than 3 days a week. Once we understood the causes, we proposed personalized interventions and followed up to check if their participation increased.





# We generated communication campaigns

As a strategy to reinforce the importance of the children’s attendance and participation in learning experiences, the Foundation developed two audio-visual campaigns throughout the year (one each semester) to support classroom and school leadership teams in raising awareness on the importance of school attendance and participation.

## “At home or at school: participating is learning”

This campaign —aimed at the families of children between the ages of 3 and 8— was generated at the beginning of 2021, when quarantines still existed, and we had remote education.

Their goal was to motivate and raise awareness among families regarding the importance of participating in educational activities, whether from home or attending school.

Through eight capsules, which were broadcasted by TV Educa Chile and shared with the educational communities of our programs, we tackled topics such as the importance of empowering children, generating an appropriate environment, celebrating achievements, avoiding frustration, explaining the steps of the activities and anticipating what they are about, creating a weekly calendar, and asking the establishment for help when adults are faced with difficulties they cannot solve.

“The interventions that have helped us most to reconnect the children are the work of the psychosocial pairing, through home visits, the social support given to foreign families, and the work of raising awareness among families regarding the early level’s importance”.

### Bernardita Núñez

Preschool Teacher,  
Patagua Cerro School, Pichidegua



View the full campaign



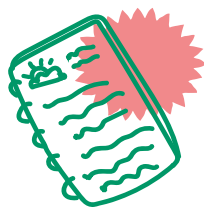


## Discussion board

Within the context of the “At home or at school: participating is learning” campaign, we organized a discussion board addressing the main challenges families face when supporting their children. The event, broadcasted via the Instagram Live platform and moderated by journalist Soledad Onetto, was attended by Fundación Alma’s Director Macarena Escudero; the psychologist and head of the Educational Management area of our Foundation, María Virginia Lopez; the preschool teacher of the La Isla school of Doñihue, Patricia Sánchez; and attorney Rodrigo Jiménez.

SOME OF THE  
RECOMMENDATIONS  
MADE TO THE FAMILIES:

- Establish routines that help the family get organized.
- Leverage all learning opportunities.
- Ask educators for help when needed.
- Promote reading as a way to help children acknowledge their emotions.



You can watch  
the videos here:::

[Súper Asistencia](#)

[Discussion board](#)

## “You must show up to win!”

We disseminated this back-to-school campaign in the middle of the second semester, when schools opened for face-to-face learning. It consisted of two audio-visual capsules. One was aimed at children in early childhood education, the focus of which was the motivation to attend classes; while the other was family-focused and aimed at raising awareness about the importance of face-to-face attendance for children to acquire learning and achieve comprehensive development.

The animated heroine *Super Asistencia* returned in this children-targeted campaign, with a renewed image and in a new format. The animated video was broadcasted by NTV, TVN’s cultural and family-oriented TV station. There you can see a sample of the adventures of our heroine, who addresses the challenge of explaining why it is important to attend classes.

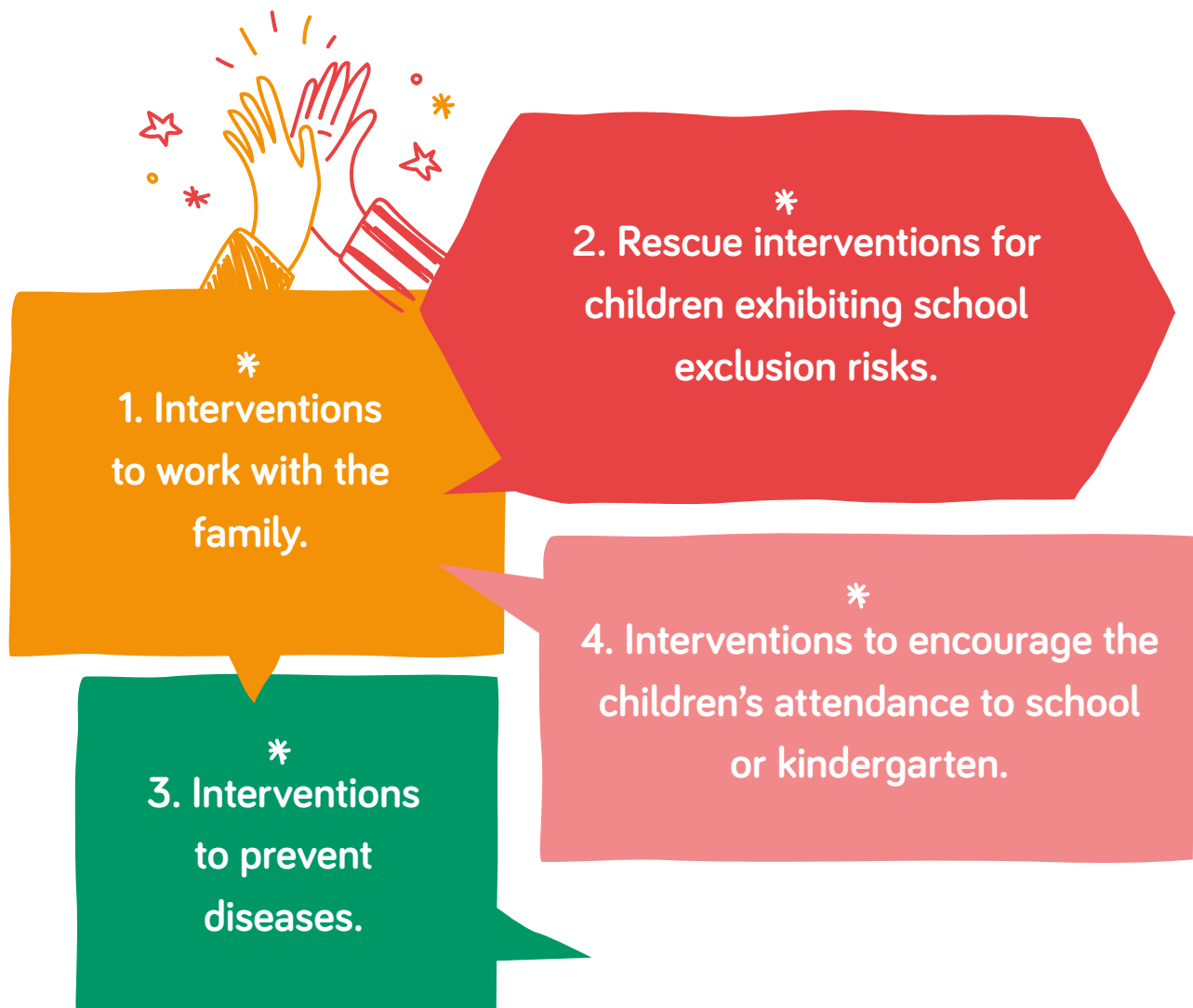


## Successful strategies to promote participation

During 2021, within the context of the *Un Buen Comienzo* program, we identified 19 successful ideas for increasing attendance during pandemic times. Nine of them were shared in a free course on our *Oportunidad en Línea* online platform, and were divided into four categories:

These are concrete, encouraging, and easy-to-apply strategies, accompanied by explanations and videos on how to implement them, as well as downloadable support material.

[You can view the course here.](#)





## Collaborations

Our new outlook on attendance captured the attention of several institutions who are now interested in furthering their understanding of it. In addition to participating in an active worktable with other organizations, we closely collaborated with the Undersecretary of Early Childhood Education, *Observatorio UC*, JUNJI and *Fundación Integra*.

“Fundación Educacional Oportunidad invited us to a worktable to promote attendance and prevent school exclusion. For us it was a great space to contribute, listen and learn. Moreover, together we constructed a new conception of attendance, which includes all the work that children do outside face-to-face learning, and which should also be considered. Having a record of low-participation cases allows us to monitor them and work to re-engage them, so that they can participate in learning experiences, which is the goal that inspires those of us who work in education”.

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### Isidora Recart

Executive Director,  
Fundación Educacional Arauco

### “More involvement, less exclusion” worktable

This worktable was created to jointly address a problem that many organizations were trying to solve individually: the monitoring of face-to-face attendance and student involvement in the activities that were being sent to them at home, to keep them connected with the school and its learning processes.

Thus, we formed this table together with *Fundación Presente*, *Fundación Educacional Arauco*, *Fundación Olivo*, *SAT Peñalolén* and *SIP Red de Colegios*, and decided the following:

- \* To build an engagement registration service that could apply not only to early childhood education and English education, but rather to all educational levels.
- \* To meet with the Ministry of Education to showcase our system and place it at its disposition.
- \* To launch a video capsule to raise awareness about the topic.
- \* To conduct a webinar providing strategies to promote participation.



## “Student Attendance and Engagement: The Great Challenge for 2022” Webinar

At this digital meeting, we provided the educational community with the strategies developed by the board to promote school participation and shared the attendance sheets that we have jointly developed.

[All this material is available on a YouTube page created by the worktable. You can see it here.](#)



“Fundación Educacional Oportunidad’s participation at the worktable was key. Not only did they bring knowledge and valuable experience, but they also provided their time, team, and complete dedication”.

Rebeca Molina  
Executive Director  
of Fundación Presente





## Undersecretary of Early Childhood Education

We shared strategies with the Undersecretary of Early Childhood Education to increase attendance during pandemic times and participated in two activities organized by them:

### A webinar

“Let’s connect with Early Childhood Education” is a round of discussions on the YouTube channel of the Undersecretary of Early Childhood Education, which invited us to share our strategies for promoting class attendance.

[You can see it here.](#)

### A meeting

We participated in a meeting led by the Undersecretary of Early Childhood Education, with JUNJI school authorities and Integra, in which we exchanged learnings and strategies that promote attendance, and that will be used as the foundation to define its guidelines in 2022.



[You can view the complete Observatorio UC publication here](#)

## Observatorio UC

Universidad Católica, through its “Observatory for Educational Pathways” –which brings together several successful educational experiences–, asked us for advice on this new system.

We shared successful field-proven strategies to increase attendance during the pandemic, which were uploaded to their website.



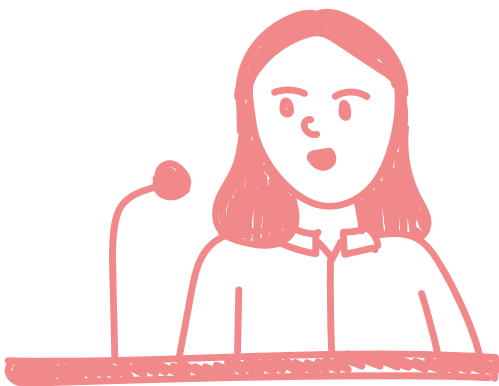
# Our networks





## We continue to make progress thanks to virtuality

Ever since 2020, when the health emergency began and schools and kindergartens had to close their doors, one of our great goals has been to continue coaching educational communities through this difficult context. To achieve this, we adapted to their needs, and in 2021 we operated with a mixed system of face-to-face and virtual meetings. In that sense, we strengthened our work through meetings with community leaders, discussion boards, courses, and trainings. And we witnessed how, despite the challenge seeming enormous, schools and kindergartens continued to reinvent themselves and work toward providing a better education for children and youngsters.



Through the *Un Buen Comienzo* (UBC) Improvement Network we continued to provide collaboration instances, such as learning sessions, community meetings and stakeholder gatherings. Additionally, every month we coach Community Improvement Teams and provide a variety of trainings. As in 2020, virtual “inter-school visits” were resumed, serving as a space to share, reflect and learn about the good practices of other teams that comprise the early childhood education network. Another great advance was the strengthening of preschool aides, by holding two discussion boards.



In the We Learn program, we continued contributing to English learning from an early age, by coaching classroom and school leadership teams. Additionally, this year we managed to provide metrics that enhanced the teams’ analysis and sound decision-making processes regarding school participation, students’ English level, and the skill development level of the teams. The year was closed with a learning session in each region where, in addition to meeting once again, face-to-face, we were able to use the learnings of these last years to plan how to continue contributing to the development of English in schools.



## Scope of the UBC Network

14

districts

2

regions

128

schools

33

kindergartens

329

classrooms

316

educators  
and preschool  
teachers

12

municipalities  
+ local  
services

108

heads of  
Pedagogical  
Technical Units

161

school  
principals

6.539

children

360

early childhood  
education aides





# UBC Improvement Network

## Our network focused on Early Childhood Education

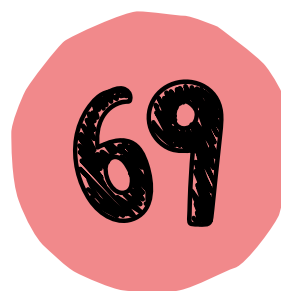
The *Un Buen Comienzo* Improvement Network was created in 2018 and is the only network in Chile focused on the improvement of early childhood education, which operates in some districts of the O’Higgins Region and in the district of Renca (Metropolitan Region). It is comprised of schools and districts that had been part of UBC since 2011. Its purpose is to be a space for the exchange and articulation of collaborative work between schools and districts, promoting the continuous development of teaching and management skills that will support school improvement and effectiveness and thus positively impact children’s learning at an early stage.

There are active Community Improvement Teams in each of the 14 territories in which we are present, which serve as our network’s main support. They are made up of school principals, UTP heads, preschool teachers and aides, who were part of the UBC program and who have taken on new leadership roles in their districts.

In 2021, the UBC Improvement Network worked with 161 schools and kindergartens in the districts of Rengo, San Vicente,

Coltauco, Quinta de Tilcoco, Mostazal, Pichidegua, Machalí, Doñihue, Olivar, Malloa and Paredones in the O’Higgins Region, and in the district of Renca in the Metropolitan Region. As of October, and thanks to the signing of a collaboration agreement, the districts of Chimbarongo and San Fernando—which are a part of the Local Public Education Service (Servicio Local de Educación Pública, SLEP) of Colchagua— were added.

### In 2021 we conducted:



coaching sessions



community meetings



## Coaching sessions

The coaching sessions are spaces for training and reflection for Community Improvement Teams, facilitated by the field coordinators of the UBC team, who implement the training plan for these stakeholders. In them, the community plan is articulated, the objectives of the community meetings are materialized, and the local network is laid out.

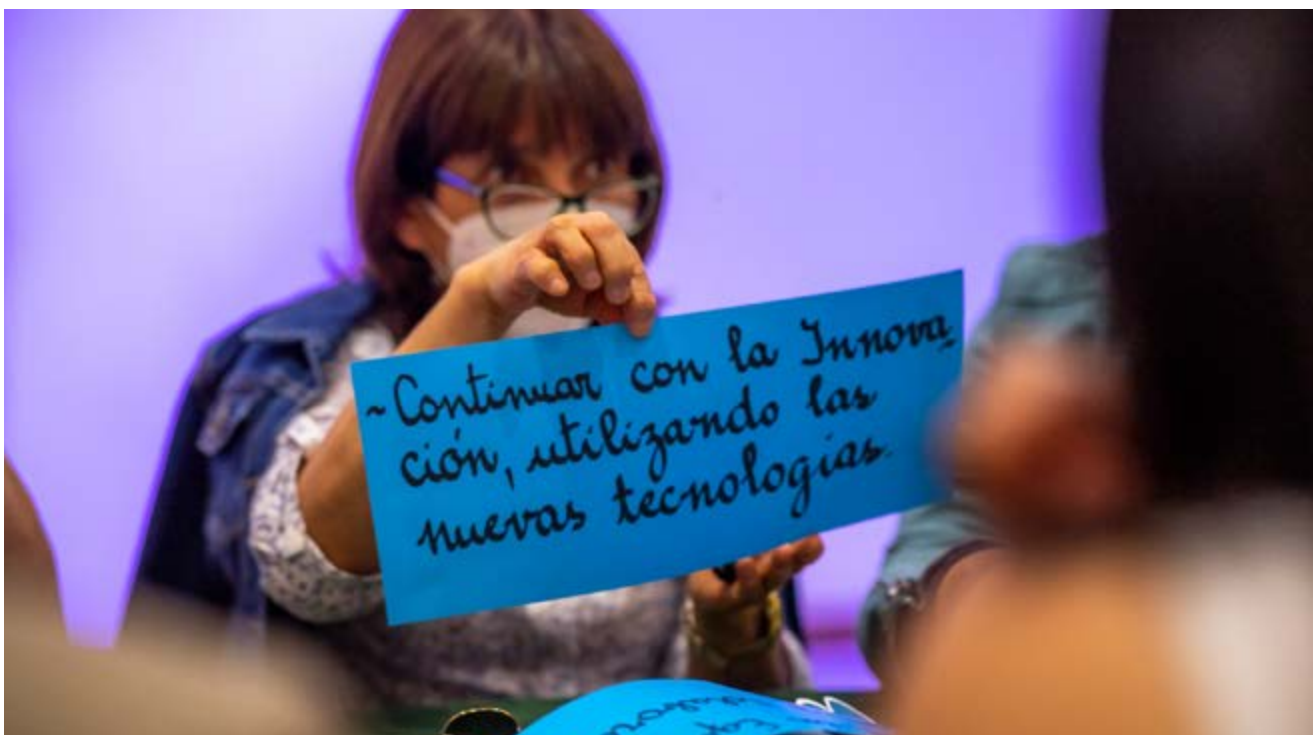
## Community meetings

They are the bodies where local stakeholders, such as school principals and educators, meet to address the actions and topics that are specific to early childhood education. They develop a set of dynamics that enhance the Network's effectiveness and the achievement of its objectives. These instances are structured by pedagogical reflection, data analysis, and the co-designing and sharing of practices. The three topics regarding which work was mostly conducted at the 2021 meetings were:

Children participation in educational activities.

Pedagogical strategies in early childhood education.

Socio-emotional well-being in families and teachers.





# What are Network Dynamics?

They are the relationships or interactions within a network that are key to its proper functioning. They relate to how decisions are made, how spaces are created to strengthen trust, or how participation spaces are provided. To that end, at UBC we have four pillars that we intend to strengthen: leadership, collaboration, training, and innovation.

## The 4 Pillars of the UBC Improvement Network

These 4 pillars shape the collaborative spaces, proposing dynamics to facilitate the achievement of the network's purpose.



### Leadership

- Transversality
- Horizontality
- Projection



### Collaboration

- Trust
- Participation
- Joint responsibility
- Collaborative work



### Training

- Continuous professional development
- Knowledge generation



### Innovation

- Creation and testing of innovations
- Dissemination of innovations



## Virtual training

As in the previous period, during 2021 most training spaces were provided in virtual format. To this effect, the Foundation's different teams had to adapt the contents—and specially their teaching strategies—to this new format.

### Regarding effective interactions in the classroom

Due to the current contingency, we were forced to adapt our face-to-face course "*Taking full advantage of classroom interactions*", delivering it through a virtual 10-session format throughout the year. This course, designed for the non-UBC classrooms, involved

pre-kindergarten and kindergarten classroom teams, as well as kindergarten teachers and aides from the Improvement Network.

The aim was to strengthen the knowledge on interactions, to later identify them in both their individual and joint practices by watching videos, allowing each teacher and aid to incorporate them into their teaching practice, ensuring that children have greater opportunities to be exposed to effective interactions, and thus promoting the acquisition of learning.

The course was completed by 25 teachers and aides and was key to identifying the interactions that work best in the classroom, by observing videos and good practices.





## Regarding training time

To provide training on the effective use of classroom time, we designed a virtual course for classroom teams and the heads of the Pedagogical Technical Units. We sought to promote the increase of active instruction times –when the teacher is directly involved in the learning task with the children– by reading aloud, discussions, conversations, and projects. Through various capsules, we emphasized the importance of using time effectively for children to achieve meaningful learning.



## We provided Continuous Quality Improvement training

At the Foundation we adapted to the needs of the various groups and in 2021 we decided to carry out two types of training:

- **For Community Improvement**

**Teams:** We provided the oldest teams of the Network with training on the topics of improvement methodology, community plan creation and follow-up, and the theory on dynamic networks, grids and measurements.

- **For new management teams:**

They received three training sessions where they learned about the Continuous Quality Improvement methodology and how to enrich their leadership with a focus on continuous improvement. We show them how to monitor the pedagogical and learning processes and assess their effectiveness, relying on data.



## Discussions boards for Early Childhood Education Aides

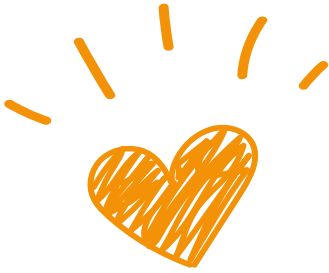
In 2021 we opened a space of conversation to enhance the leadership of preschool aides within the Network. To that end, we held two virtual meetings with high participation from the Network's 14 territories. They deepened the discussion on the pedagogical role of aides and on the functioning of educational networks, particularly UBC. They served as two opportunities to exchange experiences and insights among peers, and they represented a major step to acknowledge their importance within the Network.

“It is key to have committed and empowered aides, who are able to lead within the classroom and school. Their role is fundamental within the Un Buen Comienzo Improvement Network, and these discussion boards have allowed us to acknowledge their opinions and feelings regarding all of the Network's collaboration instances”.



**Issa López**

UBC Field Coach at Fundación Educativa Oportunidad

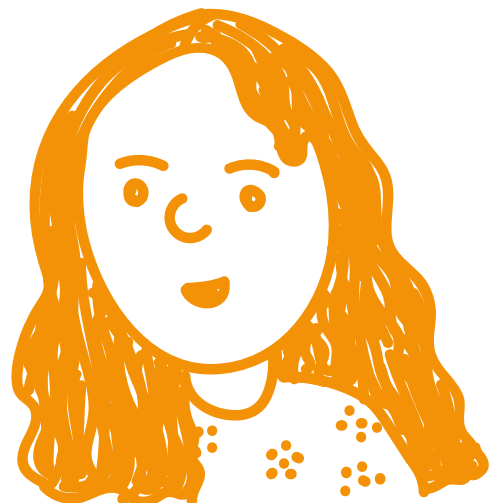
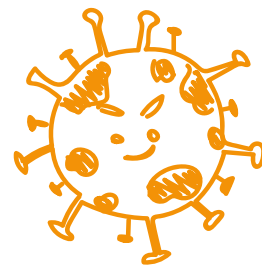


“Participating in the first meeting of the preschool aides was wonderful. Sharing my experience made me grow and take ownership of my role, to achieve collaborative work. It left me greatly encouraged and provided me with a challenge to move forward in 2022. We are no longer the misses that fill out notebooks in a corner, we are misses with a voice and with the desire to continue giving our best for our children!”

María de la Luz Tobar,  
preschool aide at the Adriana  
Aránguiz Cerda School, San Vicente  
de Tagua Tagua, Region VI.

“UBC’s continued support was most helpful. All its training sessions helped me to better support the children’s learning, particularly during these recent pandemic times”.

Gloria Fuentealba,  
preschool aide, at the Gustavo Le  
Paige School of Renca,  
Metropolitan Region.





## Virtual Interschool visits!

Due to the pandemic, in 2021 we once again decided to conduct these visits remotely. More than 140 public schools and kindergartens of the O'Higgins Region, together with establishments in the district of Renca, in the Metropolitan Region, shared and reflected on their pedagogical and leadership practices to promote the learning of children at the earliest level. We value these virtual visits as a critical networking space because learning among peers allows us to better overcome challenges and build the confidence to dare to try new things.

“Interschool visits are a fantastic opportunity to share, reflect and learn between peers. They have allowed for the creation of bonds and links between participants, generating a support and containment network. Moreover, these shared experiences generate new ideas, methodologies and strategies that enhance the children’s learning”.

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**Perla Chávez**

Director of Implementation of the UBC Program  
at Fundación Educacional Oportunidad







## The first three years of the UBC Network

When the UBC Network got to its third year of operation, we decided to conduct a study, for the first time, to find out what its greatest strengths, achievements and challenges had been. In this task, we had the support of Universidad de Chile's Center for Advanced Research in Education (CIAE), which conducted an inquiry titled "The Un Buen Comienzo Improvement Network: A way to strengthen early education in Chile".

### MAIN RESULTS:

- \* **1. Purpose:** The Network has a purpose that is shared by its participants and that guides its daily work.
- \* **2. Continuous Quality Improvement:** The Continuous Quality Improvement methodology guides and provides meaning to the work that the network does.
- \* **3. Collaboration culture:** Collaborative learning is fundamental to the development of public education.
- \* **4. Professional capital:** The Network develops and strengthens the professional capital of its classroom and school leadership teams.
- \* **5. Depth:** Refers to how shared knowledge is used by the teams. equipos.

Researchers Mauricio Pino Yancovic and Juan Pablo Valenzuela led a team that evaluated how the Network worked from 2018 to 2020, through the review of documentation, focus groups, and individual interviews. One of the main objectives was to describe and identify the results and lessons learned from the Network during that period, with the aim of contributing to the design of public policy, both at the national and international levels.

"The study on the functioning of the first three years of the UBC Improvement Network made it possible to learn from its members how it exhibits the elements that are characteristic to effective educational networks. This study will not only be a contribution to identify the learnings on the operation of the UBC Network model but will also be a contribution to the generation of knowledge on possible educational network models to promote collaborative work and learning".

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#### Pablo Muñoz

Head of the Continuous Quality Improvement and Evaluation area at Fundación Educacional Oportunidad



## Learning session in Rancagua

Representatives from 128 schools and 33 kindergartens in the O'Higgins Region and the district of Renca in the Metropolitan Region met in December 2021, to identify learnings and celebrate the achievements for the year. For the first time since the pandemic began, everyone was summoned to participate in person, with the attendance of 178 participants from schools and districts (due to capacity reasons, only one representative per establishment was invited).

In this session, emphasis was placed on data analysis and insights, particularly regarding the operation of the local networks. After not seeing each other in person for so long, it was a fantastic opportunity to bolster the spirit of the Network!



### How was this instance leveraged?

- Teaching practices were shared.
- Major educational challenges, such as learning recovery, the return to face-to-face classes and curricular prioritization, were discussed.
- The network's flowchart was created, outlining the objectives for 2022. The goals are focused on learning, however, considering the context of the pandemic. Another big challenge will be to design tools to measure how much the children are learning.



## SLEP Colchagua schools join the Network

Since October 2021 we began to collaborate with the Local Public Education Service (SLEP) of Colchagua, which added the districts of Chimbarongo and San Fernando to the UBC Improvement Network. In this way, 17 new schools were reincorporated into the Network, now through the Local Service. This will allow us to continue to contribute so that the territory's early childhood education meets the purpose, quality, and participation objectives that SLEP has presented in its strategic plan for the next six years. It is an opportunity to generate networks with the new institutional framework. We believe it is important that public services incorporate civil society stakeholders who have a long track record working with communities, and that they jointly build new networks.

“We appreciate the trust of the Colchagua Local Service team in the integration of this pioneering collaborative network between schools and districts that allows to promote educational projects relevant to the reality of every school and kindergarten”.

**Claudia Peirano**

Chairman of the Board,  
Fundación Educacional Oportunidad

“Our mission is to deliver quality public education, which goes hand in hand with the incorporation of 17 SLEP Colchagua educational establishments into the UBC Improvement Network. We will continue to strengthen the pedagogical skills in early childhood education through this program, which has been a great support for the school leadership teams and preschool teachers in the territory”.

**Leonardo Fuentes Román**

Executive Director, SLEP Colchagua

### What are Local Services?

In November 2017, Law

# 21.040

created a new institutional framework for Public Education, under which educational centers, VTF kindergartens, schools, and high schools from 345 municipalities would be progressively transferred, until 2025, to 70 Local Public Education Services (SLEP). This change, one of the largest in the Chilean educational system, seeks to strengthen public education through a specialized, state-run institutional framework, with a territorial identity.



# Kindergartens are integrated into the Network



Kindergartens were added to the UBC Improvement Network in 2019. In 2021 we welcomed:

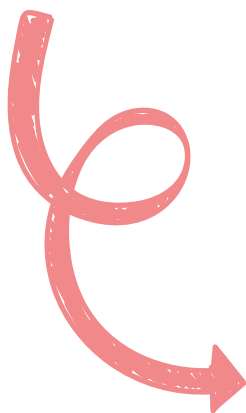
**19** kindergartens

In this way, we are covering all of the sections of community-level early childhood education: nursery rooms, intermediate and transition. Our greatest challenge for 2022 will be to work with them and adjust UBC's strategies and methodologies.

“Thanks to the Network’s systematic and reliable work at the community level, kindergartens have joined and remained within the network, with an increasingly leading role. In collaborative workspaces –such as communal meetings– they have confirmed the benefits and sense of belonging of participating in a network that works collaboratively to ensure that children have the same opportunities, regardless of their establishment or level”.

**Carolina Zúñiga**

UBC Network and Local School Authorities Coordinator, at Fundación Educativa Oportunidad



IN 2021  
WE WORKED WITH

**33** kindergartens



## Scope of We Learn

3

districts

96

classrooms

2

regions

22

schools

32

principals,  
UTP heads and  
commissioned  
teachers

8

community  
leaders

1.964

students

52

English teachers,  
preschool teachers  
and aides

### Our networking model

Our networking is based on Continuous Quality Improvement, a collaborative model that includes coaching sessions, training and meetings with classroom and school leadership teams. We are convinced that improvements can be accelerated through rapid cycles where we test, measure and analyze new ideas, because it allows for the readjustment of implemented strategies and the generation of a joint, evidence-based learning.

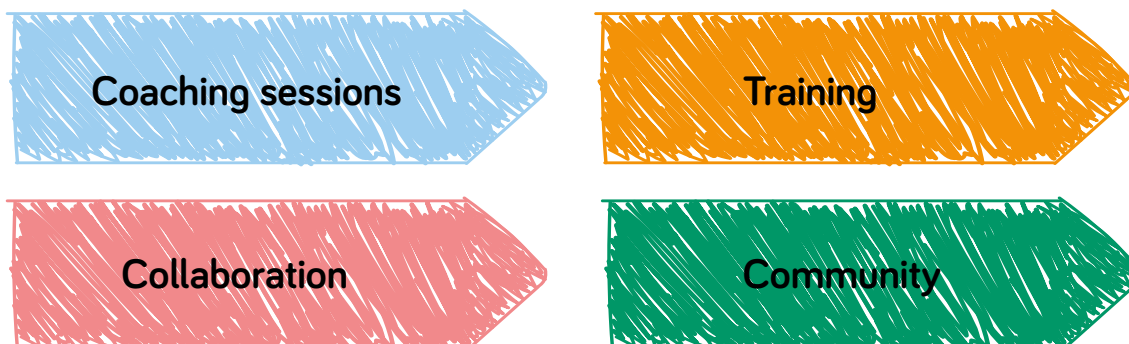


## We Learn

During 2021, we coached the educational communities of the districts of Paihuano, Vicuña and Puerto Natales, both virtually and face-to-face (at the end of the year), to continue to improve the English level of almost 2,000 students. We focused on three aspects:

- \* Increasing student participation in English teaching activities.
- \* Improving learning inside and outside of the classroom.
- \* Empowering leadership for continuous improvement.

### We Learn work lines



In 2020, the health crisis caught us off guard, however, in 2021, we were able to adapt in a better way to the context: from the beginning of the year, we planned with schools how to better address distance education.

We jointly defined new guidelines, which led to successful innovations, such as conducting individual video call interviews to assess students' English level or getting families more involved in the learning process, which allowed to achieve a satisfactory level of participation.

School teams developed and tested more than 30 change-related ideas, for the various lines of work. By the end of the year, these innovations resulted in that 83% of the 299 evaluated students achieved English levels that ranged between intermediate and advanced for their age, according to the program's internal measurements.

In many cases, virtuality made us gain flexibility and allowed more team members to join collaborative work.



## We coached all the teams

Throughout the year, we supported schools in a process of continuous reflection. We analyzed the local data together with the classroom and school leadership teams, and the DAEM heads and Cormunat leaders, to use it as the foundation for decision-making. This allowed the teams to solve challenges as they came up. Additionally, all the schools that worked with We Learn had access to four Oportunidad en Línea training modules, designed to address the major challenges of distance education.

We emphasize the interest and motivation of the teams, their ability to innovate and their high level of participation, as they made significant efforts to devote time to training and reflection. We will continue to work to ensure that these changes are strengthened during 2022.

## Learning sessions: Elqui Valley and Natales

We were able to hold two face-to-face learning sessions, for the first time since the pandemic began. At the end of the year, English teachers, preschool educators and aides, PIE teams, UTP chiefs, principals and local school authorities met at Elqui Valley and Puerto Natales, respectively.

On both occasions, they analyzed the work that had been done, articulated the challenges for next year, and celebrated achievements, such as the ability to innovate and collaborate despite the difficulties. As a Foundation, it was important to recover those face-to-face meetings where we promote innovation, data-based decision-making, and the ongoing training processes for teachers and administrators.





## Why did I choose the path of education?

Word clouds that resulted from one of the activities at the learning sessions.



### Elqui Valley

December 2021

15

public schools in  
Vicuña and Paihuano

43

participants

[Watch the video summary of the Elqui Valley Session](#)



### Puerto Natales

December 2021

7

schools of the Municipal  
Corporation of Natales

51

participants

[Watch the video summary of the Puerto Natales Session](#)

“Schools have done a tremendous amount of work over the past few years by creating, testing, and implementing ideas to improve English teaching in their establishments. Once evidence is locally gathered regarding how ideas work, the next step is to ensure that these changes are maintained over time. We are supporting schools in this process of continuous reflection”.

#### Paz Collao

Head of the We Learn program at Fundación Educacional Oportunidad





## Three years working with Puerto Natales

In 2019, in order to strengthen English language in the district, we signed an agreement with the Undersecretary of Early Childhood Education and the General Education Division of the Ministry of Education, to implement the We Learn program in the touristic district of Puerto Natales, in the Region of Magallanes.

The joint commitment was to help improve teaching and leadership practices so that students can have a better foreign language development. The program has been

highly valued by the community since, among other contributions, it has taught them to make data-based decisions and has contributed to the collaborative work they have already been developing in the district.

In 2021, three new multi grade schools were added to the program, thus extending its scope, which during the first two years went from pre-kinder to second grade, and which by 2022 will go up to fourth grade, significantly increasing student outreach.





“It has been a fabulous program for us, and as Cormunat we are grateful for the Foundation’s contribution. For the tourist area of our Última Esperanza province, having a program that allows children to acquire a second language is a tremendous opportunity in their lives and for their career future”.

Ximena Velásquez  
General Secretary of  
the Municipal Corporation of  
Puerto Natales

“In this very touristic district, there was a general concern to teach English to students in a better way. Schools do a lot, but there was no outside support. In this case, the Foundation helped us to improve the processes and actions that were being taken. We highlight its work, not only because of the tools it provided to improve English, but because these new strategies can permeate the other subjects”.

Silvia Ramírez  
Former Director of Education of the  
Municipal Corporation of Puerto Natales

“The We Learn program has been able to impact the four schools in Puerto Natales since the beginning of its implementation in 2019, always being highly valued by its recipients, who emphasize the collaborative culture that has been installed within and among the schools. The We Learn team is constantly seeking to transfer tools that allow communities to make decisions, to improve their practices”.

Carolina Torrejón  
Department of Improvement  
Support, Educational Policies  
Division, Undersecretary of Early  
Childhood Education

“Thanks to the Undersecretary’s support, we have been able to improve our English curriculum proposal at the pre-kindergarten and kindergarten levels, providing great input that we expect will contribute to formalize language teaching at these levels through public policy. For its part, the Cormunat has very successfully led the program’s local implementation. Their commitment to the education of children in Puerto Natales translates into the generation of collaborative work among teachers, school leadership teams, aides, and educators”.

Paz Collao  
Head of the We Learn program at Fundación  
Educativa Oportunidad



## Together We Learn in Maule

As part of a pilot program, we trained classroom teams from 21 educational centers in the Maule Region. In total, there were 104 participants, including English teachers, preschool educators and aides, school leadership teams and PIE professionals from the district.

The course was aimed at transferring the learnings from the We Learn program and consisted of eight virtual learning modules, both through our Oportunidad en Línea platform and in live format. The topics that were discussed included continuous improvement and English evaluation from early ages, strategies to maximize effective communication time in the classroom, and initiatives to generate English exposure opportunities.

“We have been able to refine and adjust our activities thanks to the implementation of the pilot. We were able to identify the particular needs of each educational context and make adjustments to respond to them. It is important to highlight that the Together We Learn course works in partnership with the classroom teams to make the learning and the process meaningful”.

**Tatiana González**

Educational Management Coordinator at  
Fundación Educacional Oportunidad





## More English for Tourism students

We provided English to the students who are studying Tourism at the Carlos Mondaca (Vicuña) and Bicentenario Mistraliano (Paihuano) technical high schools. Eighteen high school students participated in online oral English courses designed to meet the region's tourism-related language needs. To achieve this, we generated an alliance with the municipalities of Paihuano and Vicuña, and *Instituto Chileno Norteamericano*, which provided their teachers to deliver the lessons.

[Here you can watch a video about the first semester's experience: English course for tourism.](#)



“The Foundation provided the possibility that a substantial number of students enroll in an English course. It is very necessary for them in the context of the pandemic. The impact of having a second language is fundamental, especially for students studying under the tourism specialty”.

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### Alejandro Ávila Pardo

Director of the Carlos Mondaca High School of Vicuña

“I am very grateful for the course, because it helped me improve my English, meet new people, learn new words, and, as a tourism student, it will help me a lot to interact with foreign clients”.

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### May Ling Janis

Student of the Bicentenario Mistraliano high school of Paihuano





## Second season of The Word of the Day

We launched a new season of The Word of the Day, together with Live Language Theater, a Chile-based theater company dedicated to teaching English through theater. The goal of this campaign is to expose students to English, taught by their own peers, particularly when they are not attending face-to-face classes.

In 2021, 20 one-minute video capsules were created explaining the meaning of new words, such as: “cross the road”, “trail”, “leaves” or “winner”. This initiative included the participation of 181 students from five districts as distant as Vicuña, Paihuano, Coinco, Maule and Puerto Natales.

“This new season of The Word of the Day follows the direction for which the company has become known at a national level: Learning English in an entertaining and participative way. These capsules capture that spirit. We believe that the audio-visual format is the best alternative to addressing the educational inadequacy of the pandemic”.

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**Valérie Fauvage**

Executive Director,  
Live Language Theater



[Here you can see this season's 20 capsules.](#)



## Cultural events

The Foundation has historically held song festivals, plays, and spelling contests in English, as a way to bring English to the communities where the program is implemented.

In 2021, faced with the difficulty or impossibility of carrying out mass and face-to-face cultural events without putting the population's health at risk, the program opted to shoot videos in English, where the students themselves—supported by their teachers—showcased their advances in this language throughout the year.

The districts of Vicuña and Puerto Natales chose the tourist attractions of their towns as the theme. Thus, in both videos we can learn details about the Puclaro Reservoir, the El Pangué Observatory, the Mylodon Monument, and the Puerto Bories Museum, among other significant public spaces of the Elqui Valley and the province of Última Esperanza.

In the case of Paihuano, the district that hosted the great poet Gabriela Mistral during her childhood years, students chose to pay tribute to our Nobel Literature Prize winner by reciting some of her most iconic poems in English.

If you wish to watch Vicuña's video, "From Elqui to the Stars," [click here.](#)

If you wish to watch the video of Puerto Natales's tourist attractions, [click here.](#)

If you wish to watch Paihuano's video, [click here.](#)





# Sharing learnings



Our way of being present during the pandemic





## 6th “Creando Oportunidad” (“Creating Opportunity”) International Seminar

In view of the pandemic’s considerable socio-emotional impact, in 2021 we set out to provide strategies for families and classroom teams, for them to have new tools to support children in this context. Thus, on October 15, on the eve of Teacher’s Day, we held the 6th “Creando Oportunidad” (“Creating Opportunity”) International Seminar on Early Childhood Education, under the slogan “Embracing childhood”.

The initiative included the participation of prominent guests:

- \* Felipe Lecannelier, PhD in psychology and child addiction specialist (Chile)
- \* Rafael Guerrero, PhD in education and expert in educational psychology (Spain)
- \* Diana Jiménez, psychologist and founder of the “Infancia en positivo” (“Positive childhood”) website (Spain)







[Watch the video of Felipe Lecannelier's presentation](#)

[Watch the video of Diana Jiménez's presentation](#)

[Watch the video of Rafael Guerrero's presentation](#)

During his exhibition, Lecannelier assured that early childhood education is the most important of all formal education, since it sets the foundation for adult life. The design of powerful socio-emotional education programs increases children's chances for a good future.

Guerrero, for his part, emphasized the idea that children need help from adults to learn how to manage their emotions, since their brain has not finished developing. Preschool teachers have tools to help them develop a safe attachment and heal possible traumas. "The bond is what cures", he emphasized.

Finally, psychologist Jiménez spoke of the importance of children feeling part of a group and recommended making them participants in the classroom, as well as accepting their emotions and helping them navigate through them. The seminar, which was simultaneously streamed and broadcast on Facebook, was a success for the public: 600 viewers watched it live, with a Facebook outreach of 2,389 people, many from other Spanish-speaking countries such as Spain, Colombia, Perú, México, Ecuador, and Costa Rica. Regarding the more than 500 Chilean participants, although the majority

"This space allowed us to share relevant topics and promote child development, which will lay the foundation for healthy and positive development, with tools for life success".

**María Virginia López**

Head of the Educational Management area at Fundación Educacional Oportunidad

were from the Metropolitan Region, there was wide participation from the Regions of O'Higgins, Valparaíso, Bío-Bío, Araucanía, Maule, Los Ríos and Los Lagos, among others.

This seminar allowed the sharing of concrete strategies to contribute to the socio-emotional well-being of children, considering the current contingency and the return to face-to-face classes.



## Effective Interactions



[You can review the repository here.](#)

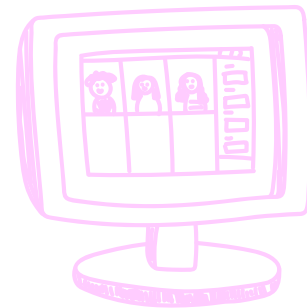
### A repository of concrete resources to promote children's learning

#### What do we mean by "interactions"?

Interactions are all exchanges that occur between adults and children, or among the children, during the teaching and learning processes. In this way, the quality of the interactions that are generated throughout the day is key to generating greater learning in children.

This year we created a large repository of resources so that educational communities can continue to promote effective classroom interactions. We organized all the material we had on this subject and uploaded it to our Oportunidad en Línea platform. We did this by sharing material from Teachstone, who created the CLASS (Classroom Assessment Scoring System) model, which systematizes and defines the practices of the classroom teams, resulting in quality interactions.

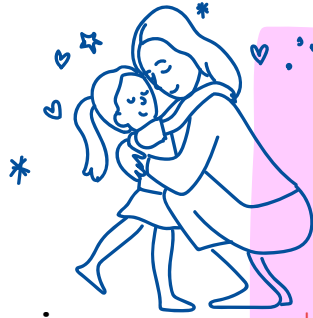
The repository, with unpublished resources and downloadable material, includes tips for planning and building relationships in distance classrooms, laying the foundation for an emotional connection, and fostering peer relationships.



### Effective interactions campaign

In order to raise awareness of the importance of effective interactions in the learning and development of children, as of September we started sharing tips through social networks, that teachers can implement both in their face-to-face and remote classes.

Our Instagram followers received tips to generate a positive classroom climate, improve teacher sensitivity, and generate spaces for expression, among many others.



## “Play in Summer” Campaign

After a year of confinement, we developed a summer campaign to strengthen the socio-emotional well-being of children and raise awareness about the importance of providing an appropriate environment for their development. The campaign, which we promoted together with the Undersecretary of Early Childhood Education and the Chilean Neurolearning Association, considered videos with recommendations for families and games such as “looking at ourselves from the heart,” “wishing wells” and “drawing emotions,” with step-by-step instructions and objectives, to leverage the game as a means to continue learning.

The campaign, which we shared through our social networks, was inspired by the “5 Principles” initiative of the Undersecretary of Early Childhood Education, so that children may live in a caring and safe environment, and which, as a Foundation, we have helped disseminate throughout 2021.

### The 5 Principles of the Undersecretary of Early Childhood Education



“The scientific evidence points out that all the efforts made by the families of the younger ones –for them to grow up in environments of mutual respect and good humor despite the difficulties and where time is set aside to play or share– will have great repercussions on what they think and feel about themselves 5, 10 or 20 years from now”.

Joaquín Triandafilide  
Director of the Chilean  
Neurolearning Association

1.  
Give them all your love and control your stress.
2.  
Talk, sing and explain things to them.
3.  
Count, group and compare things with them.
4.  
Explore through movement and play.
5.  
Read to them and comment on the stories.



[If you want to see the conversation board, click here.](#)



## Webinar for families

As a campaign closing, we held a family-oriented webinar titled “Building a positive environment for children in the context of a pandemic”, which was broadcast on the YouTube channel of the Undersecretary of Early Childhood Education and the Facebook accounts of both the Chilean Neurolearning Association and the Foundation.

At this meeting, Elisa Ibieta, from the Curricular Management Department of the Undersecretary of Early Childhood Education,

Joaquín Triandaffiliate, director of the Chilean Neurolearning Association and psychologist María Virginia López, head of the Educational Management area of the Foundation, held a discussion and provided ideas on how to create environments of trust and security, containment and positive experiences, through hugs, conversations, laughter, games and dances, among other activities that are very easy to perform at any time and place.

The webinar had more than **3.300** views





## Our voice in the media

During 2021, we were part of the discussion on educational issues, through numerous publications in the media of both Santiago and the regions.

Our publications in national and regional media positioned us before different audiences, addressing the topics specific to our expertise.

“We are convinced that the work we do as a foundation has important impacts in the quest to strengthen public education in our country. The fact that the various initiatives we conduct and the opinions that arise from them have had the resonance they had in the media in 2021, confirms that we are on the right track”.

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**Carolina Valdivieso**

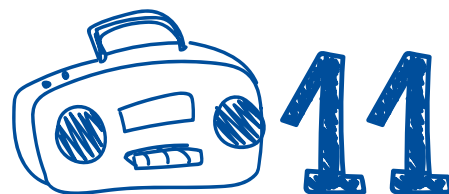
Head of Communications at Fundación Educacional Oportunidad



**press publications in the capital's and regional media.**



**letters and opinion columns.**



**interviews on local radio.**



## A sample of our columns:

### We reestablish the right to learn

*El Mercurio, May 2.*

“We believe it is necessary to contribute to creating a culture of improvement, where each community’s perspective, its problems and the way they address them, their collaborative learning, innovation, and constant data-based insights, are the way to reestablish the children’s and youngsters’ right to learn and develop comprehensively”.

Marcela Marzolo, Executive Director.

### It is not enough to open the schools

*La Tercera, July 27.*

“Child welfare requires a systemic view of family life, where school and working conditions can be periodically reviewed according to each reality. We need cross-disciplinary work, so that the protection of the students’ right to education is compatible with the work of their parents”.

Claudia Peirano, Chairman of the Board.

### The five challenges of early childhood education

*El Mercurio, November 18.*

“Due to a lack of political will and resources, we have failed to implement the changes and improvements we need to provide quality and equitable education for all. Regardless of who takes on the next government, they should have among their priorities to advance these issues to ensure quality early childhood education for all children in Chile”.

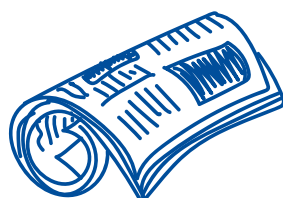
Alejandra Cortázar, Vice president.

### A year that wasn’t lost

*La Segunda, November 19.*

“There is much talk that the year 2022 will be the time to recover the learning lost during the pandemic. However, not everything has been lost during the pandemic. There have also been spaces for innovation and for testing the vocation for education”.

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





# Social networks campaigns

## Dynamics to drive network leadership

With this initiative we seek to share some of the work and learning we have acquired during this time in the UBC Network. It is a material that includes the dynamics that have been key to its functioning and sustainability, based on four pillars:

**LIDERAZGO**

Es uno de los pilares fundamentales para el funcionamiento de la Red de Mejoramiento UBC. Dentro de su ámbito de desarrollo existen 3 dinámicas: **Transversalidad, horizontalidad y proyección.**

#DinámicasDeRed

**PROYECCIÓN**

Promueve un **acercamiento innovador y estratégico**, que conduzca a la red hacia la **sustentabilidad y el mejoramiento continuo.**

#DinámicasDeRed

**TRANSVERSALIDAD:**

Busca que se **integren diversas miradas**, tanto en la **planificación e implementación** de acciones, a través del **trabajo en equipos interdisciplinarios**, generando **alianzas** con otros actores externos a la red.

#DinámicasDeRed

**HORIZONTALIDAD**

Contribuye en **desarrollar condiciones de equidad** a través de **relaciones democráticas y liderazgo distribuido.**

#DinámicasDeRed



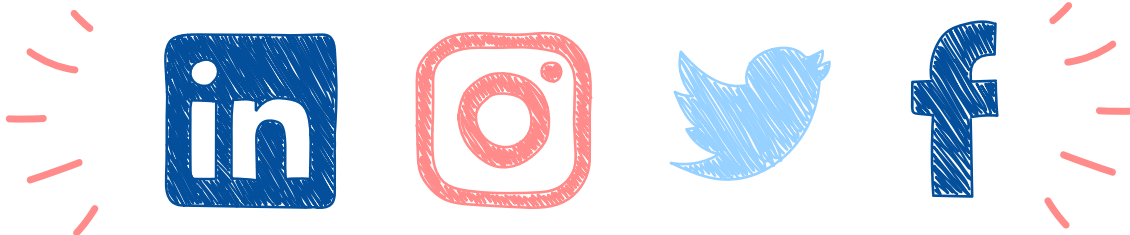
## UBC's innovations during the pandemic

Innovation has been one of the essential components of the UBC Network's teams during the pandemic. To acknowledge their work, we showcase some of the strategies they used to continue to coach children through their educational process. Thus, we share how the district of Doñihue promoted children participation; the experiences at Quinta de Tilcoco to solve disadvantages resulting from poor connectivity, or at Mostazal, where they designed a method to work closer with the families.

## We Learn: ideas that mobilize

Many schools surprised us with their ability to adapt to the pandemic. Therefore, in our Instagram profile @fun\_oportunidad we highlighted some of the best ideas and disseminated the initiatives of the Bernardo O'Higgins school to improve participation in their activities, the coaching sessions that the school leadership team at the Capitán Juan Ladrillero school provided regarding virtual classes, or how virtual classrooms and WhatsApp were used by the David Rojas González school to keep students engaged with English.

Thanks to their creativity, schools continued to outdo themselves!







## Testimonials regarding our 15 years

We took advantage of our 15th anniversary to present the voices and faces of people with whom we have worked collaboratively throughout our programs, such as principals, educators, teachers, DAEM and UTP heads.

## Do it. If you can!

This social media campaign invited families to learn English together with their children, through entertaining challenges to improve their pronunciation, vocabulary, and motivation to learn the language, all from their own home!

We believe that learning English can be extremely fun because you can do so by karaoke singing, playing and interviewing, making lists of foods available at home, and other activities.

Family input is key to learning, as it serves as motivation to practice the new language and it improves the children's confidence. It is not necessary for the family to know English to do so, as they can learn and practice together.

**TESTIMONIOS**

**Daisy Rojas**  
Jefa UTP  
Escuela de Párvulos  
Mis Primeros Pasos  
Comuna de Doñihue

"En el plano personal, realizar un trabajo colaborativo con los diferentes estamentos y redes de apoyo de la comunidad educativa, bajo el alero del programa Un Buen Comienzo, me motivó bastante a innovar y reinventarme en mis prácticas pedagógicas, creciendo mucho como profesional de la educación con bastantes años de experiencia.

¡FELIZ Y AGRADECIDA DE ESTA GRAN OPORTUNIDAD!"

15 AÑOS OPORTUNIDAD

**TESTIMONIOS**

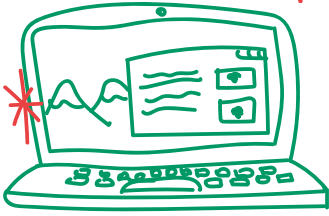
**Vicente Olgún**  
Jefe DAEM  
DAEM  
Comuna de Panguelí

"En una mirada a los 15 años de Fundación Educacional Oportunidad en el Valle de Elqui, la primera imagen son rostros de niños y niñas expectantes ante un nuevo aprendizaje. Hoy se ha consolidado la experiencia, teniendo un alto impacto en la autoestima de los educandos, generando nuevas habilidades y abriéndose posibilidades de explorar diversos mundos. En lenguaje Mistraliano, estamos afianzando el futuro de los niños y niñas en un presente lleno de compañía, emoción y aprendizaje. Feliz 15 aniversario."

15 AÑOS OPORTUNIDAD



# Collaboration and transfer



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# Diploma in Leadership and Continuous Improvement

[Watch video](#)

In 2021, we taught a Diploma in Leadership and Continuous Improvement for Junji VTF kindergarten principals, in partnership with the Association Center for Educational Leadership (C-Líder) and led by Universidad Católica de Valparaíso.

The program was delivered virtually from March to October and focused on leadership skills to apply the Continuous Quality Improvement methodology. Participants presented a one-year improvement project for their educational center, based on real needs such as the recovery of learning, the return to face-to-face lessons or the socio-emotional well-being of the school community.

It was held with the participation of thirty kindergarten directors and officials from the Local Education Service of Puerto Cordillera, covering the districts of Coquimbo and Andacollo, and the La Serena Education Corporation, in the Coquimbo Region.

In addition to its training aspects, the diploma facilitated networking between the kindergartens and nursery rooms, because participants were able to learn from each other. Practical workshops, tutorials and virtual coaching sessions were developed to apply the contents and improvement tools delivered in the sessions.

**63**  **chronological hours of training**

**96%**  **attendance**

**89**  **were satisfied or very satisfied**

“I thank the team for their dedication, for guiding us along this path, and for their patience. I know that the first beneficiaries of this diploma will be our children”.

**Milanka Jeria**

Principal of the Coquimbo Intercultural Kindergarten

“The diploma was a great challenge for the Foundation, while also serving as a space for great learning. It will certainly continue to be a major contribution to the principals of Public Education Kindergartens”.

**Trinidad Castro**

Head of the Foundation’s Transfer of Learning Area



## Agreements and collaborations

### Citizen participation process: *Tenemos que Hablar de Educación* (We Have to Talk About Education)

*Acción Colectiva por la Educación* (Collective Action for Education) is an organization that brings together twenty institutions that work to further education, including *Fundación Educacional Oportunidad*. This year we were part of its executive secretariat, and we promoted the *Tenemos que Hablar de Educación* initiative, which sought to articulate the dreams and desires of educational communities across the country.

Nearly 7,800 children from the age of 2 participated, as well as representatives, education aides, teachers and other professionals from various educational communities, including kindergartens, nursery rooms, and rural, hospital and special schools from all regions of Chile.

Through these voices, which are often disregarded, we discovered the educational communities' desire for a pedagogical revolution.



[You can read more here.](#)



### Agreement for free courses with CPEIP

We signed a collaboration agreement with the Center for Improvement, Experimentation and Pedagogical Research (*Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas*, CPEIP) of the Ministry of Education to provide visibility to early childhood education practices and to guide the teams regarding educational methodologies. Thus, throughout 2021 the CPEIP disseminated *Oportunidad en Línea's* free courses on its [cpeip.cl](http://cpeip.cl) and [developmentonline.cpeip.cl](http://developmentonline.cpeip.cl) platforms, in addition to sharing some short capsules showcasing content created using the courses. The agreement, which was renewed for 2022, included a publicity campaign during the months of May and October, which allowed us to reach a larger audience during 2021.



## We collaborated with Mineduc's Future Technical Network

Together with the Future Technical Network—an initiative of the Ministry of Education to strengthen professional technical education in educational establishments—we offered two training programs: one for teachers and one for students. The former was aimed at educators from the 50 establishments of the Metropolitan Region that impart the Preschool Care specialty, bringing together 27 teachers. The second program consisted of online training courses for 86 eleventh grade students of the Preschool Care specialty in high schools of the Metropolitan Region.

This project was conducted through Grupo Educativo, the consultancy firm that assists Red Futuro Técnico (Future Technical Network) in the Metropolitan Region. Due to the results of this collaboration, we decided to continue working together in 2022.

## We implemented libraries together with *Fundación en Red*

In 2021, we donated five classroom libraries in the districts of Puente Alto, Negrete, Salamanca, Lampa and Machalí. This contribution considered approximately 50 children's stories for children between 3 and 5 years of age, a bookcase, wall and individual ABCs, carpets and cushions for young readers.

In order to materialize this donation, we worked with *Fundación en Red*, who coordinate the implementation of the CREAs (*Centros de Reforzamiento de Aprendizajes*, Centers for the Strengthening of Learning). These were born under Canal 13's "Aquí somos todos" ("We are all here") program and seek to narrow the educational gap of the children and teenagers living in camps. Through said Foundation, we also collaborated by providing training to the teachers of these learning centers.



### What are classroom libraries?

Classroom libraries are reading corners that have various materials, mainly books, that children have at their disposal. This variety of resources are a great support for them to acquire and strengthen the habit and love of reading.



## Courses and guides

### New free courses on Oportunidad en Línea

We continued to add resources on our e-learning web page Oportunidad en Línea. In 2021, the focus was on the offer for teachers teaching English as a foreign language.

In addition to the regular courses, in 2021 we upload content for English teachers, such as strategies, audio-visual resources and downloadable material. This is an area of English as a foreign language that in its first stage includes 6 courses that enhance the pedagogical practices and learning of students from the transition level of Early Childhood Education up to the sixth grade.

The courses that were included in our platform for the English subject are:

- \* Innovations for pedagogical practice
- \* Opportunities outside of the classroom
- \* Cultural events
- \* Maximizing effective communication times in English classes
- \* Pedagogical resources
- \* Curriculum prioritization in English
- \* Original plans and programs from the Transition Level up to the 6th grade
- \* Guidelines for pedagogical practice
- \* Foreign language theory
- \* Evaluate to learn





## Three courses on chronic absenteeism

Chronic absenteeism occurs when children miss more than 10% of school days in a year. This is particularly worrying in the case of early childhood education, as the myth persists that attending class at that age is irrelevant. To help solve this problem we added a new participation course to the two existing Attendance courses. All three are available at *Oportunidad en Línea*.

1.

**Course-wide strategies:**

strategies to apply with children and their caregivers to prevent chronic absenteeism.

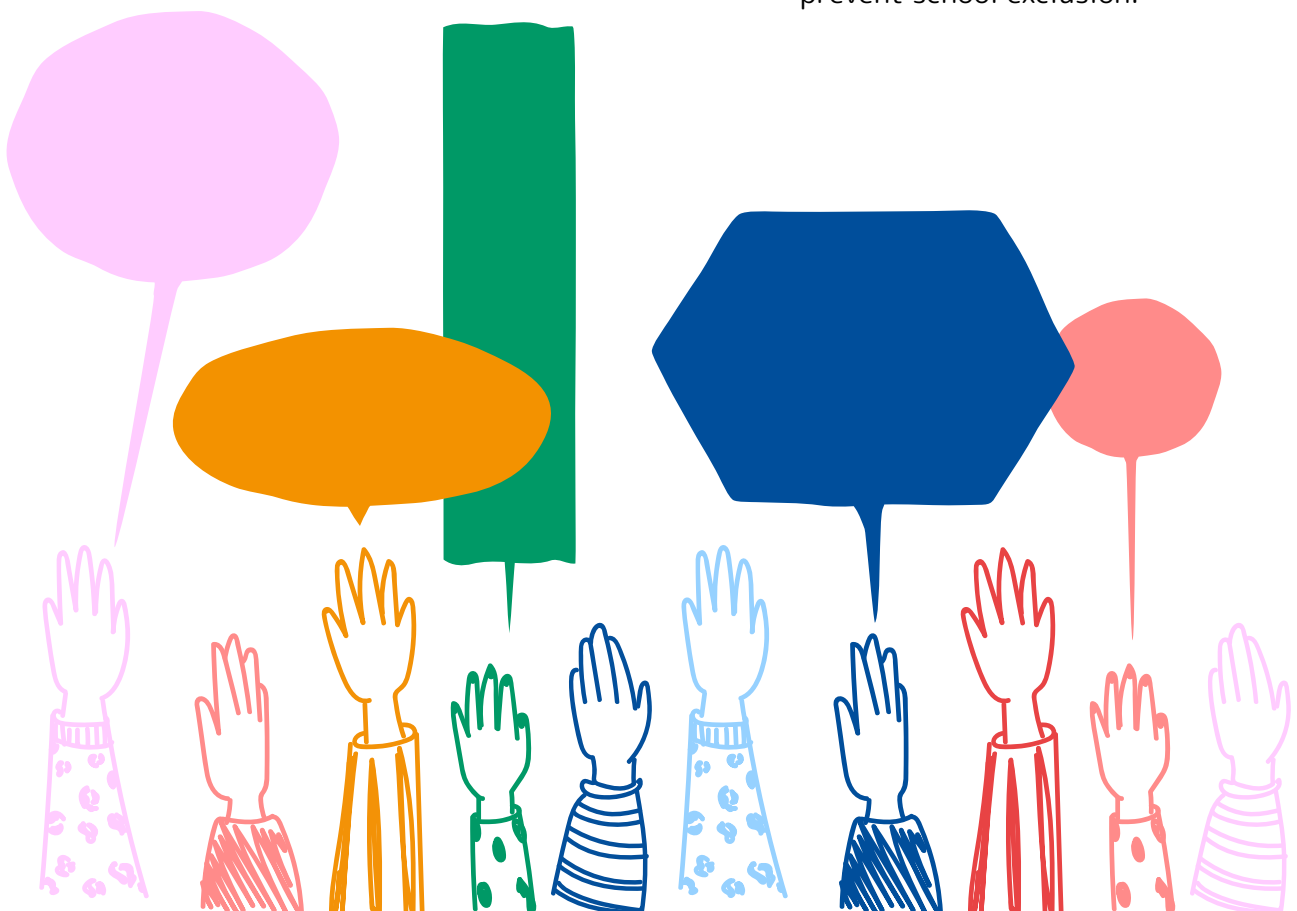
2.

**Strategies for children at risk:** strategies for intervention in cases where there is considerable risk of chronic absenteeism or where it is already occurring.

3.

**Strategies to promote attendance and participation in pandemic times:**

strategies designed to improve attendance and participation in pandemic times and prevent school exclusion.





## Oportunidad en Línea in 2021

Between  
**1.500**  
and  
**2.000**  
visits per week

**7.000** registered users in 2020  
**15.401** registered users in 2021

**10** → **18**  
courses available in 2020  
courses available in 2021

**15.190**  
courses started

**12.000**  
users subscribed to our newsletter

**12**  
blog articles published

**+ 4.000**  
users have provided their feedback

### Course Ranking:

- \* Phonological awareness and letters
- \* Oral comprehension strategy
- \* Principles and guidelines for curriculum prioritization in Early Childhood Education





“I found it was a very good opportunity to grow professionally, to receive guidance and tools that allowed me to organize and prioritize goals and the learning strategies needed with our students, both for this time of distance learning as well as when we resume our classroom work. Thank you very much!”

Carmen Gloria Weisse  
Curriculum Prioritization  
Course

“The course presents information in a clear and orderly manner, provides easy-to-implementation strategies, and good quality materials. Certainly, working vocabulary with students is essential to communicate appropriately and develop a good understanding of different types of texts”.

Claudia Álvarez  
Vocabulary course

“The downloadable material is a great contribution to our pedagogical work; it highlights the importance of play in our children’s teaching and learning process. Excellent”.

Gabriela Brecas  
Course on phonological awareness and letters





## Aprendo TV Capsule Guidelines

The program scheduling of NTV, the new public cultural channel, is based on the curriculum content of the Ministry of Education. In 2021 it broadcasted an educational block called Aprendo TV, consisting of pedagogical capsules focused on early childhood education, which lasted between seven and ten minutes and that aired twice a day. To contribute to this initiative, we created a guide identifying the lessons learned and classifying them according to their topics:

- ☆ Corporeality and movement
- ☆ Verbal language
- ☆ Artistic language
- ☆ Exploring the natural environment
- ☆ Understanding the socio-cultural environment
- ☆ Mathematical thinking



[We invite you to review the guidelines here.](#)

## We work to achieve a more inclusive language

This year we conducted training sessions to provide visibility to the existing biases, stereotypes and gender gaps that exist in education, and we followed-up on our teams, in order to assess how they incorporated this approach into their daily work. In addition, we designed our own gender focus manual and applied it in our oral and written language, as well as images and audio-visual resources, including our communication campaigns. In this way, we took another step towards generating this necessary social change.

“Inclusive language allows us to feel part of the group, a critical element of learning. We must strive to raise awareness and resort to options based on the children’s interests and skills, and not on confusing expectations about their gender, which may affect their current and future perceptions and decisions”.

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**Giovanna Méndez**

Learning Resource Coordinator at  
Fundación Educacional Oportunidad



# Publications

## Learning to Improve: An American success in Chile

For a decade, the book Learning to Improve. How America’s Schools Can Get Better at Getting Better, by authors Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, and Paul G. Lemahieu, positioned itself as one of the best-selling educational texts in the United States. It addresses a particularly important and historical question: How do we improve the quality of the education that children receive? The answer to this question is based

on 6 principles of an increasingly important methodology: continuous improvement and networking.

In 2021, we decided to translate it, to make it available in Chile, thanks to an agreement with the Harvard Education Publishing Group and the Carnegie Foundation.

We created a site where you can view the book’s presentation and download it for free.





Developed by Ediciones UC, the book was available for free until November 2021, and is currently available for purchase here.  
[Review the presentation here.](#)

## Teaching to teach: A book that boosts language

The book *¿Cómo enseñar a enseñar lenguaje? Prácticas esenciales para la formación inicial de educadoras de párvulos* (How to teach language? Essential practices for the initial training of preschool teachers), generated an inter institutional link between the schools of Education of Universidad Católica and Universidad Diego Portales, and Fundación Educacional Oportunidad, and is one of the contributions that we made to strengthen teacher training and literacy in early childhood education.

With texts by the authors Paula Lou-

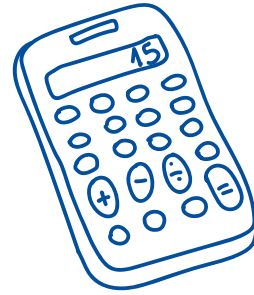
zano, Claudia Lagos, Susana Mendive, Malva Villalón, Marcela Bertoglio, Silvia Romero, Soledad Concha, María Soledad Manrique, Celia Rosemberg, Andrea Rolla and Llina Orellana, this book aims to guide education centers in the central aspects in the training of educators tasked with promoting the children's language development.

In this way, the book presents a selection of proven practices and methodologies that should be included in the early training of preschool educators, ranging from what a teacher must know to what they must do.





# Financial Records



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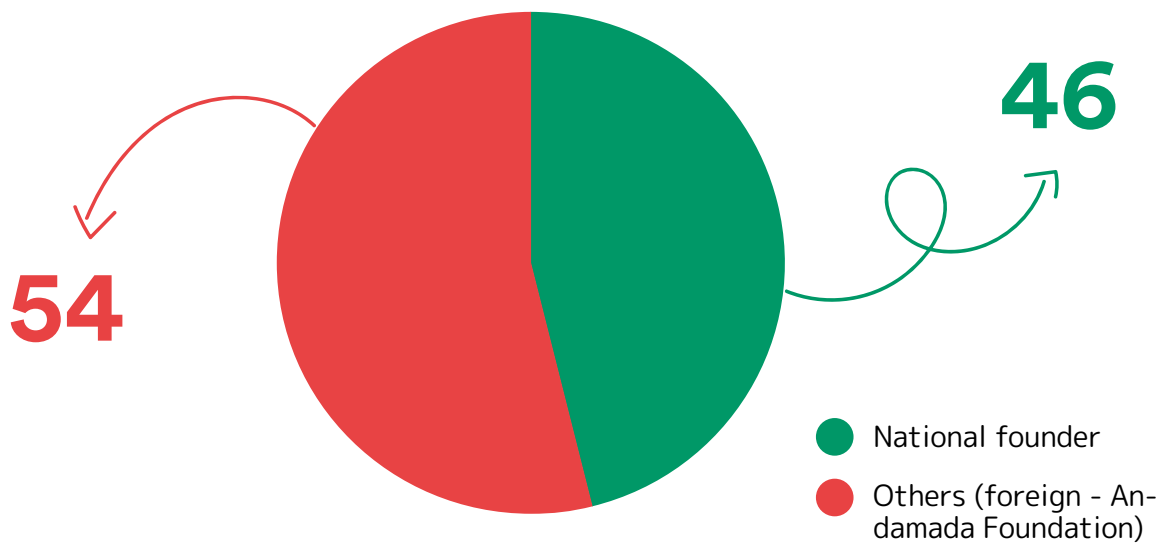
sharing learning

collaboration and transfer

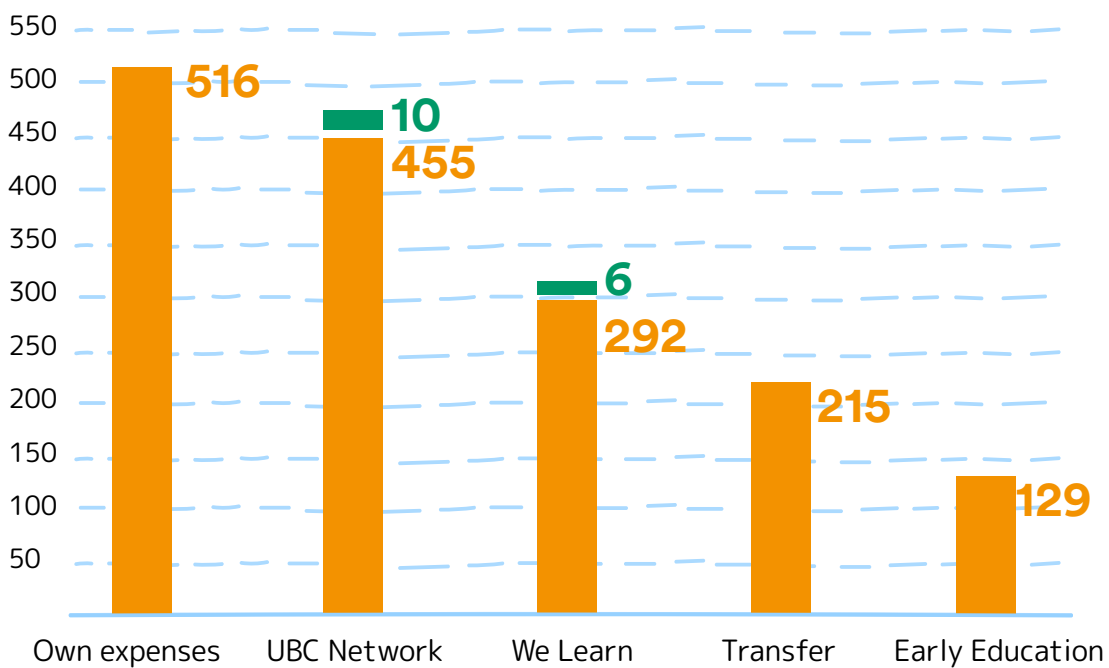
financial records



## Historical revenue



## Expenditure per program for the 2021 period (CLP millions)





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