



20  
23

**ANNUAL** REPORT

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# Fundación Educacional Oportunidad





# UN BUEN COMIENZO PROGRAM

“

The Un Buen Comienzo (UBC) program has made a tremendous contribution to our educational endeavors, providing us with fundamental tools to work in the field of language development. I highlight the quality of the materials and joint efforts with the entire school, involving the leadership team, and reviewing important aspects such as attendance and instructional time. It has truly been a very pleasant and meaningful experience, with great personal enrichment. We have learned and shared with Fundación Educacional Oportunidad's great team.

”

Patricia Jalil  
Preschool teacher Los Libertadores school,  
district of Pichilemu,,  
O'Higgins Region.

**564 children** from the UBC program were exposed to quality interactions that promote socioemotional and self-regulation skills.

# IMPROVEMENT NETWORK UBC

“

The foundation's work has been positive and pivotal, and our school communities are pleased with the program. And I say pivotal, because we have the peace of mind that the program's developments indeed transcend, truly reaching our children.

”

Juan Francisco Castro  
Continuous Improvement and Pedagogical Technical Coaching  
Manager SLEP Colchagua, O'Higgins Region.

The UBC activities conducted in 2023 included  
**52 coaching sessions** to local  
improvement teams, 46 local network meetings  
and **319 coaching sessions** to  
educational teams





# WE LEARN PROGRAM

“

.....

We Learn's initiatives have contributed to the improvement of English language education. It has been very important for our institution to participate, since it mainly strengthens the teachers' role. We know that we must continue growing and generating actions, however, it is gratifying to be coached by such a remarkable program.

”

.....

Luis Villegas  
Principal of the Valentín Letelier School,  
district of Villarrica, La Araucanía Region.

**51 students from Vicuña and Puerto Natales** of the We Learn Access scholarship program **were certified with Cambridge's international KET and PET tests, reaching the B1 (intermediate)\* level.**

\* B1 is the intermediate level, where a person can understand clearly spoken main concepts addressing mundane, work or academic-related topics.

# IMPROVEMENT NETWORK **WE LEARN**

“

The development of the We Learn Improvement Network has been a hard, challenging and yet satisfying endeavor because of the benefits it brings to the work of the various stakeholders involved in it. In our district, we will follow the Network's initiatives with great interest to generate protocols that are not only applied within the current work but also have a lasting impact on sustainable educational work methodology.

”

Alejandro Fuenzalida  
English teacher and We Learn Coordinator  
in the district of Paihuano, Coquimbo Region

At the end of 2023, **90% of the participants** of the We Learn Network declared that **they were satisfied** with the implementation and 95% would recommend participating to their colleagues.





# ATTENDANCE PROGRAM

“

• • • • •

It was wonderful to work with the Foundation in such an articulated, collaborative, humane and respectful way. I highlight the disposition and openness of the foundation and its team. The agreements we have with other institutions are called collaboration agreements, however, they don't always result in this type of relationship. It has been wonderful with the Foundation, we hope to continue this same path in 2024, and we are certain that we will, because a collaborative culture has been forged within the team.

• • • • •

”

Elizabeth Barriga  
Head of National Curriculum Management,  
Education Quality Department, Junji.

**More than 80,000 children** from Arica to Punta Arenas were benefited by the Attendance program's collaboration with Junji.

“

The work that the Foundation has done as a member of the C-Líder consortium is a key contribution, considering that it is the only leadership center that has a line of work with kindergartens principals. This distinction allows us to make a contribution to a strategic development path that Chile must have and that has been acknowledged by the Ministry of Education.

”

Carmen Montecinos  
Executive Director of C-Líder.

**85 diploma participants,**  
all of them from the Valparaíso region, designed  
and implemented an improvement project for their  
educational center.





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## WE MOVE FORWARD WITH CONVICTION AND EVIDENCE.

“

We don't undertake any program or project randomly at Fundación Educacional Oportunidad. Each decision, each step, is duly studied, analyzed and pondered, applying the continuous improvement methodology, allowing us to act based on conviction and evidence.

.....

”



**Ena Von Baer**  
Chairwoman



**Marcela Marzolo**  
Executive Director

## RESTATING OUR COMMITMENT

“

We strengthened our programs, broadened their reach and collaborated with other organizations, always with the goal of promoting early childhood education.

.....

”

A little over a year ago I took on the great challenge of leading a formidable organization such as Fundación Educacional Oportunidad. Since its beginnings in 2006, the foundation has focused on the early childhood education of the country's children, given its proven relevance in the development of cognitive and socio-emotional skills, which are key to success in adulthood.

We don't undertake any program or project randomly at Fundación Educacional Oportunidad. Each decision, each step, is duly studied, analyzed and pondered, applying the continuous improvement methodology, allowing us to act based on conviction and evidence.

Un Buen Comienzo, We Learn and Attendance – the programs we manage – have included rigorous assessments since their inception. These measurements have been maintained over time and are performed by external organizations, in order to yield reliable results.

We follow this path because we firmly believe in the need for evidence-based decisions, particularly in education. All this, with the goal of generating a true impact and a significant contribution to the children's educational trajectories.

Education in all its stages, but particularly early education, has been faced with enormous challenges in this post-pandemic scenario. We must work hard to increase the appreciation for early childhood education and regular attendance at transition levels. For this reason, we at Fundación Educacional Oportunidad are implementing strategies to promote attendance and combat high rates of school absenteeism in Chile.

It is impossible to tackle these challenges alone. That is why I would like to thank all the civil society and state organizations that have opened their doors to us, and who have been encouraged to work as a team.

I also want to highlight the well-prepared staff behind Fundación Educacional Oportunidad. I have had the opportunity to accompany them in the field and I have seen the professionalism with which they conduct each of the training, coaching and work sessions. If we are currently a relevant voice in Chile's educational scene, it is thanks to this tremendous team.

The year 2023 represented a period of significant growth and learning for our foundation. During this time, we focused on strengthening and expanding the scope of our Un Buen Comienzo, We Learn and Attendance programs. Through collaboration with various public and private institutions –such as Junji, SLEP Colchagua, Corporación para la Infancia de Santiago, Integra, among others– we seek to contribute our experience in the solving of complex educational challenges.

Even though the pandemic has come to an end, we are still facing its remaining challenges. One of the most serious was the one related to attendance in early childhood education, starting 2023 with the statistic that evidenced that –in 2022– 61% of pre-k and kindergarten children had missed 6 weeks or more of school during the year.

To address this problem, we decided to conduct Haz que Despeguen (Make them take off), an attendance advocacy campaign, which included an exciting contest that rewarded 16 children from all regions of the country with a trip to NASA.

I would like to highlight the work done by our team, that every day puts its heart in the various tasks it performs and that, in this case, reached all of Chile to allow the children of each region to dream with touching the stars, granting them an opportunity that will forever remain in their lives.

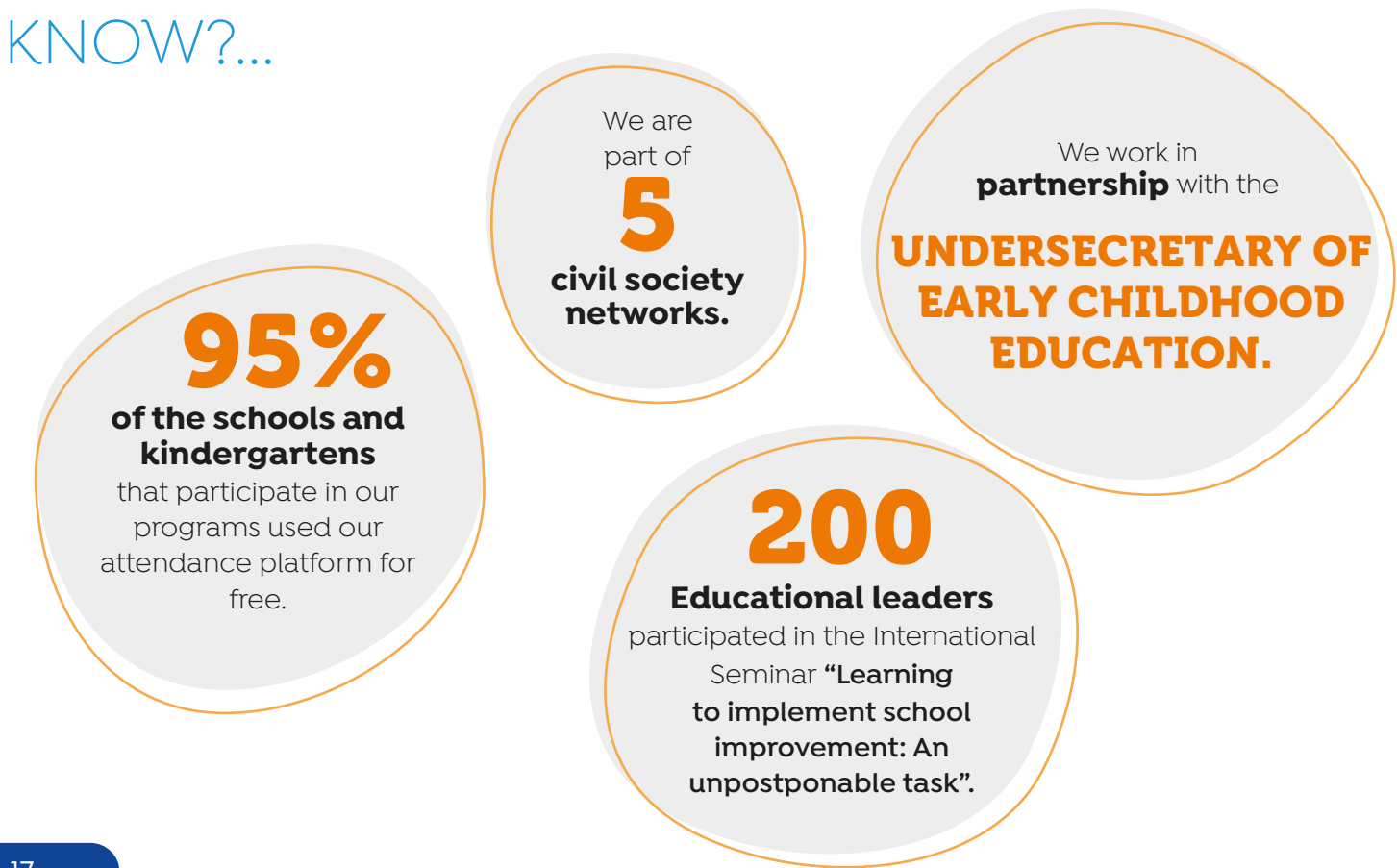
This initiative was not only a success in terms of participation, but also gave us the opportunity to open a dialog on the importance of attendance at this educational level, as well as the devastating effects the pandemic has had in this regard. Moreover, it allowed us to reach every corner of the country and to now have families acting as attendance ambassadors in all regions.

In short, we restate our commitment to the mission of innovating, measuring and improving, to further promote early childhood learning. We are convinced that this is the key to generating social mobility and well-being in our nation, and we will continue to work tirelessly to achieve this.

# OUTSTANDING FIGURES



## DID YOU KNOW?...



# PRESENCE IN ALL OF CHILE



UN BUEN COMIENZO  
AND THE IMPROVEMENT NETWORK

The **24 classrooms** that participated in the UBC program **engaged in quality interactions** regarding Emotional Support, measured using the CLASS instrument (pg. 44).

**47%** of the children that participate in the UBC program improved their attendance from the 1st to the 2nd semester of 2023.

**53%** of the children in the UBC Improvement Network improved their attendance from the 1st to the 2nd semester of 2023.

**+3 mil** children's books delivered to the UBC program and the Network.



**3** face-to-face workshops with preschool aides.

**2** family workshops.

**5** new instruments designed to measure and assess learning.

**80%** of the districts participating in the UBC Network had an Improvement Plan.



WE LEARN  
AND THE IMPROVEMENT NETWORK

69% of students who are part of the We Learn program improved their attendance in English classes from the 1<sup>st</sup> to the 2<sup>nd</sup> semester of 2023.



2 mentorships of the We Learn program with 57 participants.

300 hours of extracurricular classes for the beneficiaries of the We Learn Access scholarship program.



3 workshops for English student teachers.

2 students awarded



We Learn Access participants won an English poetry contest from Mineduc's Programa Inglés Abre Puertas (PIAP).



ATTENDANCE

**7** external organizations  
joined the Attendance efforts.



**+150** schools and  
kindergartens use the  
Foundation's attendance  
platform.



Scope of the collaboration with Junji:



**+1.800**  
Trained  
professionals



**1.337**  
Ed. units



**16**  
regions



**346**  
districts



**77.487**  
children



# OUR TERRITORIAL IMPACT



	 Regions	 Districts	 Educational Centers	 Class room	 Children	 Professionals
Attendance	16	346	1.620	4.174	79.395	1.664
UBC	1	5	17	24	564	95
UBC Network	1	12	140	241	4.464	801
We Learn	3	3	23	91	2.166	92
WL Access	2	2	4	4	60	4
Red WL	1	2	14	54	925	34
Continuous training	2	22	75			1.641



# WHAT WE DID IN 2023

## WE REACHED LA ARAUCANÍA WITH OUR ENGLISH PROGRAM

In 2023 we began implementing the We Learn English early education program in a new region: La Araucanía. Eleven schools of Villarrica –one of the main tourist districts in the region– joined We Learn, benefiting approximately one thousand students.

During this first year working in Villarrica, teams from rural and urban schools began their introduction to continuous improvement to identify opportunities for change in the key elements promoted by this language teaching program.

Through training, collaboration and coaching instances, English teachers, educators, and school-community leaders joined the community team’s efforts to provide the district’s children with more and better English learning opportunities.



## WE PILOTED LANGUAGE LEARNING ASSESSMENT INSTRUMENTS IN UN BUEN COMIENZO

The three assessment instruments that we developed and piloted measure oral language learning, aligned with the Curricular Guidelines for Early Childhood Education (BCEP), for the upper-middle, pre-kindergarten and kindergarten levels.

They were applied in the 17 schools that comprise the UBC program and the teams were an integral part of this process, providing feedback to address application feasibility and content relevance.

The purpose was to provide timely and relevant information to educational teams to make pedagogical decisions in schools and kindergartens, giving the assessment an instructional application.

“ It is essential to have reliable instruments to collect evidence of the children’s assimilated learnings. These instruments become milestones, because there are no standardized instruments for the upper-middle and transition levels, and because they are free. We hope that in the near future they will be available to all schools in Chile that wish to apply them, thus resulting in a great contribution to the country. ”

**Pablo Muñoz**  
Head of the Continuous Improvement and Evaluation Area  
at Fundación Educacional Oportunidad.



WE EXPANDED OUR COLLABORATION WITH JUNJI AND REACHED ALL OF CHILE

We conducted a pilot project in 2022 with Junji in 5 regions of the country, and in view of its results, the project was institutionalized in 2023, allowing us –jointly with Junji’s teams– to implement the “Promoting a kindergarten attendance and retention culture for children” program at the national level, strengthening the implementation of Attendance Committees in each educational unit.

Throughout the year we conducted 5 virtual coaching sessions for Junji’s district technical advisors and regional subdirectors, where they reviewed the children’s attendance, shared experiences among different regions regarding the implementation of the strategies and followed up on the Attendance Committees.

The highlight of the collaboration with Junji was the initiative they had to generate an attendance project based on their own needs and in accordance with their own educational context, building on our early education experience and knowledge.

**Yanira Aleé**  
Head of Fundación Educacional Oportunidad’s Attendance Program.



WE DELIVERED THE 3<sup>RD</sup> VERSION OF THE DIPLOMA FOR KINDERGARTENS PRINCIPALS

In 2021 we created the Leadership for Continuous Improvement Diploma for women principals of Junji-VTF kindergartens, which we jointly delivered with the C-Líder Leadership Center and Pontificia Universidad Católica de Valparaíso.

In its 3rd version, the 85 participants –all of them of the region of Valparaíso– designed and implemented an improvement project for their educational center. All the assessed skills presented pre and posttest advances, mainly highlighting the areas of objective design, leadership and use of improvement tools to reduce resistance to change.

This diploma, born from the foundation’s experience, is the only diploma focused on early childhood education and continuous improvement in Chile, where participants apply a pedagogical lens to solve a real problem of their educational unit.

**Yael Codriansky**  
Head of the Knowledge Transfer Area at Fundación Educacional Oportunidad.



WE CO-ORGANIZED A SEMINAR TO ADDRESS SCHOOL IMPROVEMENT

200 educational leaders participated in the International Seminar **“Learning How to Implement School Improvement: An Unpostponable Task”**, which we jointly organized with Pontificia Universidad Católica de Valparaíso, through the C-Líder Leadership Center.

The seminar was attended by Jorge Aguilar, former Superintendent of the Sacramento City School District, California, and Donald J. Peurach, professor of educational policy, leadership and innovation at the University of Michigan, and also featured other national speakers.

This event allowed for the sharing of innovations, reinforcing the importance of topics such as planning, leadership, the role of local school authorities (from a continuous improvement standpoint), of collaborative work and how to guide continuous improvement through the Early Childhood Education Quality Improvement System.

“Challenges in education are considerable, and if we don’t tackle them in a joint, articulate, and consistent manner, they will become increasingly larger and difficult. It is essential that we unite under this national perspective, especially at this time, in which we are addressing the challenges related to educational reactivation.”

Alejandra Arratia  
Undersecretary of Education.



WE REVIEWED THE IMPACT OF OUR ENGLISH PROGRAM IN PUERTO NATALES

The last year of implementation of the We Learn program in Puerto Natales ended in 2023, and –in order to assess the impact of the program on the English learning of fourth graders– we conducted a quasi-experimental study in which the 4 schools that participated in the program (200 children) were evaluated, contrasting them with demographically similar schools, that are not part of our program.

The results revealed a positive and significant impact of We Learn on the English performance of students. In general, the program’s students showed a total achievement percentage average (35.1%) higher than that of students of the comparison group (30.5%).

These differences were observed in listening skills (36.4% vs. 25.4%) and reading and writing skills (42.1% vs. 34.1%).

These findings support the effectiveness of the program in improving the language skills of students and underscore its importance for educational development in Chile.

# HAZ QUE DESPEGUEN



## AND THEY TOUCHED THE STARS!

In 2022, 61% of preschool and kindergarten children missed 6 weeks or more of school. Faced with this troubling statistic, we launched the “Haz que Despeguen” (Make them take off) campaign, in order to raise social awareness of the benefits of early childhood education for the children’s present and future.

With this initiative, we awarded a trip to NASA’s Kennedy Space Center, Florida, United States, for one child per region, accompanied by their guardian. To do so, they had to achieve an attendance equal or greater than 90%, between March 15 and June 30, 2023.

More than 8,700 children from across the country were registered by their families to reach the stars. 16 children from Arica to Punta Arenas were the lucky winners.

“ This trip took place within the context of the “Haz que Despeguen” initiative, which rewarded children for achieving an outstanding attendance. We want many more families to get excited about participating in future competitions, but above all, we seek to contribute to the awareness of the importance of regular attendance during early childhood education for the children’s learning and comprehensive development ”

Marcela Marzolo  
Executive Director  
Fundación Educacional Oportunidad

<https://hazquedespeguen.cl/>



**Yasira Catacora Terrazas**  
Arica and Parinacota Region



**Javiera Mollo Mollo**  
Antofagasta Region

“I would tell everyone to encourage their children to go to class. School attendance is essential, they miss out on knowledge when they don’t go to class, because they learn something different every day”.

Yesenia Thollo, Javiera’s mother



**Jade Copa Miranda**  
Tarapaca Region



**Ariel Cortés Moreno**  
Atacama Region

“The kids were super excited, and we the adults got to be kids again”.

Daniela Moreno, Ariel’s mother



**Julieta Pérez Salinas**  
Coquimbo Region



**Bilal Silva Muschar \***  
Valparaíso Region

“The trip to the United States was a new experience for us, it was our first time traveling abroad. Julieta was impressed to hear other languages; it was the first time she saw so many people of different nationalities”.

Gladys Baeza, Julieta’s grandmother

“Although we weren’t able to travel with the group to the Space Center, the trip to Mexico was very interesting, as we were able to tour the ruins of the great Mayan civilization. It was very interesting and we greatly enjoyed it. That is why I recommend that everyone support their children, especially during the first years of their school life, a time that is key to encourage and permanently instill in them a curious spirit”.

Gonzalo Silva, Bilal’s dad

\* Regarding the Valparaíso region, problems in Visa-related procedures required the execution of a Plan B, therefore, Bilal ultimately traveled with his father Gonzalo to Cancun, Mexico.



**Martina Quintana Sepúlveda**  
Metropolitana Region

“It’s a great experience, and a tremendous opportunity to showcase the importance that children attend classes every day. It’s important that they attend every day to receive their education, because every day in preschool counts”.

José Quintana, Martina’s father



**Sophie Gamboa Rodríguez**  
O’Higgins Region

“I recommend that mothers support their children by taking them to school. This requires teamwork on both sides, and together we can accomplish very important things. It is important to instill in them the habit of going to school from an early age, and the more consistent they are, the better their results will be”.

Valesca Rodríguez, Sofía’s mother



**Bruno Prieto Ávalos**  
Maule Region

“NASA has beautiful facilities, we got to see very important things such as an astronaut who had recently returned from space, simulator rockets, and the Atlantis, the last space shuttle to travel to space. It was a journey full of emotions”.

Mauricio Prieto, Bruno’s father



**Gaspar Abarca Álvarez**  
Ñuble Region

“I encourage all our friends from the different kindergartens in the region to attend classes, because –regardless of this prize– the skills that they develop in early childhood education are unique”.

Macarena Álvarez, Gaspar’s mother



**Dominga Arroyo Garrido**  
Biobío Region

“The experience has been truly fantastic. Dominga already told me she wants to become an astronaut. Simply by encouraging her, she has generated learning opportunities, and I have realized that experiences are what will guide their future, taking our children wherever they want to go”.

Paulina Garrido, Dominga’s mother



**Josefa Sagardía Curín**  
La Araucanía Region

“We’re super happy with everything we’ve seen. We had the opportunity to listen to a real astronaut, we learned a little history, we saw the rockets. It’s an unforgettable, beautiful experience and being here at NASA has been a dream”.

Priscilla Curín, Josefa’s mother



**Josefa Antonia Aravena**  
Los Ríos Region

“It was a wonderful experience. The children loved everything they saw; they played the entire time. Spectacular. We looked at a lot of pictures, we saw the spacecraft that went to space 3 times, everything was amazingly instructive”.

Carmen Gloria González, Josefa’s mother



**Damari Leuquén Leuquén**  
Los Lagos Region

“Excellent, the trip was very nice, despite my age it was the first time I have been on a plane, very beautiful. She had a great time”.

Luzmira Leuquén, Damari’s grandmother



**Emilia Martínez Gatica**  
Aysén Region

“It has been a wonderful, unforgettable experience. She had a great time, I saw her having fun playing, participating, interacting. I encourage all parents to participate, so that their little ones can win this prize”.

Celso Martínez, Emilia’s father



**Exequiel Alvarado Ulloa**  
Magallanes Region

“Great for them, they have enjoyed it all the way, us too. Everything was excellent, it was impossible to imagine how great all this would be”.

Boris Alvarado, Exequiel’s father



# MAIN ACHIEVEMENTS

## 2023



Thanks to the incorporation of the continuous improvement methodology in all our programs and areas of work, allowing us to test ideas and align them to real contexts, we have been able to make evidence-based decisions and promote the sustainability of good practices.

We deeply believe in data usage and analysis, which is why from our inception we have frequently

measured and assessed our processes and the results of our programs. This has allowed for continuous improvement and true knowledge regarding their impact on children's learning, and on teaching and management practices.

These are the main achievements of our attendance, early education and early learning programs in 2023.



## PROGRAM

### ATTENDANCE

“

Applying the innovative strategy of the Super Asistencia series was an enriching personal and professional experience. It helped me detect specific cases of chronic absenteeism –thanks to the data provided by the foundation's platform– and allowed me to make timely decisions to support the families.

”

**Daniela Silva**

Preschool teacher at the Laura Matus Meléndez school, district of Doñihue, O'Higgins Region.

The attendance program seeks to promote and increase the children's class attendance starting at early education, through the training and delivery of methodologies and strategies to school and kindergartens educational and leadership teams.

It is implemented simultaneously in all educational centers that participate in UBC and UBC Improvement Network programs, to increase class attendance at the upper-middle, NT1 and NT2 levels, as well as in the We Learn program, to boost attendance in English classes from NT1 to 6<sup>th</sup> grade.

The program includes training aimed at encouraging attendance, coaching to educational and leadership teams to ensure its correct implementation, access to our attendance platform as well as the provision of a set of 5 proven evidence-based strategies.

### WHAT IS CHRONIC ABSENTEEISM?

Chronic absenteeism is missing **10% or more** of school days in the year, which is equivalent to being absent **2 days** each month or **20 days** per year.





**professionals,**  
including leadership and educational  
teams, were trained on tools and  
the methodology to promote  
and increase attendance in early  
education during 2023.



**of the schools and  
kindergartens**  
that participated in our  
programs applied the strategies of  
the successful attendance set.

**2023 RESULTS**

**UBC PROGRAM**

Children who improved their  
attendance from the 1<sup>st</sup> to the  
2<sup>nd</sup> semester of 2023: 225 = 47%

**UBC NETWORK**

Children who improved their  
attendance from the 1<sup>st</sup> to the  
2<sup>nd</sup> semester of 2023: 474 = 53%

**WE LEARN  
PROGRAM**

Students who improved  
their attendance to English  
class, from the 1<sup>st</sup> to the 2<sup>nd</sup>  
semester of 2023: 669 = 69%

More than **150** schools and kindergartens  
currently use the Foundation's attendance  
platform

95% of the schools and kindergartens that partici-  
pate in our programs used the attendance platform  
free of charge, allowing them to ascertain each  
child's percentage of individual attendance during  
the year and automatically identify those who are  
at risk, in order to promptly intervene.



Super Asistencia Series is used with a pedagogical focus

Super Asistencia is a heroine who visits classrooms encouraging preschool children to attend class.

In 2023, the audiovisual series was used with a pedagogical focus in various educational establishments, also encouraging family participation.

The Laura Matus School tested the series in a room with 28 preschool children (NTI)

Before showing the series, the room had 4 children exhibiting severe nonattendance. At the end of the cycle, only 1 remained at risk of absenteeism.



The San Roberto School tested the series in a room of 27 children (in a class combining preschool and kindergarten levels). Before the videos were shown, only 23% of the class reached the goal of attending at least 85% of school days. At the end of the cycle, 52% had hit the attendance goal.



[Link to The Orquesta episode](#)

What did the parents think of the Super Asistencia series?

- From a sample of 56 surveyed parents
- 91% consider that the series provides educational elements
- 87% consider that Super Asistencia is an entertaining character that delivers a message for children to attend class.
- After watching the series, 89% believe that children are more motivated to go to classes.
- 90% consider that the series is a good strategy for early childhood education.

We collaborated with 7 organizations regarding the issue of attendance

Due to the positive results achieved in reducing chronic absenteeism among children in early education in schools participating in the Un Buen Comienzo program, as of 2018 we began to expand the scope and transfer learning to other institutions such as Fundación Integra, Junji and the Local Public Education Service of Barrancas.

In 2023, we collaborated with 7 organizations to transfer knowledge and tools to supporters, and leadership and educational teams.

These were: Junta Nacional de Jardines Infantiles (Junji), Fundación La Protectora, Fundación Cristo Vive, Fundación Brazos Abiertos, Fundación Liguria, Fundación Integra and Corporación para la Infancia (CIS).

de las niñas y niños cumplieron la meta de asistir el 85% o más de los días de clases.



of the children achieved the goal of attending 85% or more of school days.



of the children attended 85% or more of class days between March and November.



More than 80,000 children from Arica to Punta Arenas benefited from these collaborations.

# UN BUEN COMIENZO PROGRAM

“ Our participation in the UBC program has improved our educational practices. As a team, we have been coached in each training instance, through collaborative learning and reflection. The work that UBC conducts exemplifies an educational action that supports national efforts to improve learning in early education. ”

**Marjorie Rosales**  
Preschool teacher at the Cuncunita kindergarten, district of Malloa, O'Higgins Region.

Un Buen Comienzo is a teacher and leadership professional development program that seeks to contribute to the improvement of the quality of early childhood education by supporting educational centers (schools and kindergartens) in the enhancement of teaching and leadership skills, so that children can achieve greater socio-emotional and language development.

“ It was a wonderful experience for the UBC team to coach the educational teams regarding the inclusion of effective interactions in their teaching practices. We value the motivation and professionalism with which they took on this challenge, constantly seeking to improve their practices and thus improve the children’s learning. ”

**Perla Chávez**  
Head of the UBC Program and Network Fundación Educacional Oportunidad.

\*Although CLASS measures three items (Emotional Support, Classroom Organization and Instructional Support), during 2023 the training mainly focused on the first two.

## We improved the quality of teaching practices:

Through training, coaching and delivery of complementary materials, preschool teachers and aides were able to optimize their teaching practices by improving the quality of interactions in the Emotional Support and Classroom Organization units of CLASS\*.

Throughout the year, the educational teams reflected on their practices and, using audiovisual recordings, established improvement measures that allowed them to boost the quality of classroom interactions.

**CLASS** is an instrument for evaluating the quality of classroom interactions. A minimum score of **5.0** is required in the categories of **Emotional Support and Classroom Organization**, and **3.25 in Instructional Support**, to achieve quality interactions that make an impact on children’s learning.

## Results:

- ➔ The 24 classrooms that participated in the UBC program engaged in quality interactions
  - addressing Emotional Support, measured with the CLASS instrument
- ➔ A 6.0 score was achieved in the second assessment milestone (November-December),
  - addressing Emotional Support and Classroom organization, thus meeting the desired target.

**564**  


children benefited by the UBC program were exposed to quality interactions that promote socio-emotional and self-regulation skills.



We got parents involved through “Family Workshops”

“Family Workshops” is part of a strategy that seeks to incorporate parents in the establishment’s learning experience, with the purpose of empowering them to support learning at home.

2 workshops were held during 2023, in each of the 24 classrooms of the 17 educational centers that are a

part of UBC, with the participation of more than 500 parents between both meetings.

The first meeting aimed to promote **the reading of stories at home**, while the second one addressed the promotion of the children’s **oral expression and emerging writing**.

DELIVERY OF COMPLEMENTARY MATERIAL


In 2023, we delivered the following to the 17 educational institutions:

  
**24**

Classroom libraries with 45 books per room, adding more than a thousand books.

  
**24**

Word walls and 584 individual alphabets.

  
**24**

24 books with integrated planning\* and 24 complementary books to work on phonological awareness.

  
**24**

Sets of the strategy and activity bundle, to promote children’s socio-emotional development, which included the book “El Monstruo de Colores”.

Specialized stories were distributed for the first time in kindergartens for children aged 3 to 4.

\*Integrated planning is a strategy used to increase learning experiences dedicated to language teaching (vocabulary, listening and emerging writing), which consists of organizing and planning 2 weeks of activities around the same book.

RED DE MEJORAMIENTO  
UN BUEN COMIENZO

“ Working with the UBC Network was a very nice and enriching experience, because it allowed to strengthen networking dynamics between preschool leadership and educational teams, and the community improvement team, thus strengthening trust, horizontality and co-responsibility. ”

Leonardo Tapia  
School Academic Coordinator Daem Malloa  
O'Higgins Region.



The Un Buen Comienzo Improvement Network is a space for the exchange and articulation of collaborative work between educational centers, districts and regions.

The Network seeks to promote the continuous development of teaching and management capabilities, that allow sustaining school improvement and effectiveness and thus positively impact children’s learning at the early level.

We coached 18 educational teams from SLEP Colchagua in the implementation of UBC strategies

The creation of SLEP Colchagua and the incorporation of two new districts to the UBC Network (Nancagua and Placilla) –which were completely new to the program– required that we train their educational teams, so that they could acquire the same knowledge as the districts of San Fernando and Chimbarongo, who had been implementing UBC for years.

Thus, a special program was developed for these 18 educational institutions, who were trained in effective interactions (CLASS) using the video feedback methodology. They also received two monthly coaching sessions to teach them how to incorporate interactions into their teaching practices.



María Virginia López  
Head of the Educational Management Area at Fundación Educacional Oportunidad.



We assessed the first year of collaboration with the new SLEP Colchagua

In March of 2023, Universidad de Chile’s Center for Advanced Educational Research (CIAE) submitted to us the results of the evaluation and systematization of the first year of collaboration between the Un Buen Comienzo Improvement Network and the Local Public Education Service (SLEP) of Colchagua, which began operating in 2021, incorporating the districts of San Fernando, Chimbarongo, Nancagua and Placilla, which joined our Network as SLEPs.

Among its main findings the study identified that all those who hold leadership positions within the educational centers have a key role in generating changes in the school system, that the Network’s work structure contributes to the achievement of the goals set forth by each territory, and that the training sessions are relevant to its participants.



Juan Francisco Castro  
Continuous Improvement and Pedagogical Technical Coaching Manager SLEP Colchagua.

O’Higgins’ local education networks built their own Local Improvement Plans

Each territory that participates in the UBC Improvement Network (districts and SLEP Colchagua) has a Local Improvement Team, made up of representatives of the local school authorities, principals, school academic coordinators, and preschool teachers and aides, who have been trained to lead their respective local networks.

In 2023, these teams led the design, implementation and follow-up of improvement plans for each territory, which allowed them to respond to their specific needs, favoring their autonomy and sustainability.

For this purpose, goals were co-designed among all the Network’s members and plans were executed under the commitment of promoting collaborative work.

The Foundation’s Continuous Improvement team coached the local improvement teams, providing them with feedback on their plans to promote improvement processes within their territories.

Tracking spreadsheets and instruments were created to perform the follow-up, so that each establishment could collect its own data.

We strengthened the leadership of preschool aides

3 face-to-face workshops were held in 2023 for preschool aides, addressing topics such as the importance of their teaching role and the formation of collaborative work teams with the educators.

A space was generated for them to spearhead actions, taking on a more leading role within the improvement team, and allowing them to implement innovations.

Preschool aides are visible in the UBC Network, and play an important role in children's learning.

Cristina Sepúlveda  
UBC Network Coach  
Fundación Educacional Oportunidad



The workshops of the Network's aides have become a valuable source of learning for our development. Thanks to them, I have strengthened my skills, and it has been positively reflected both inside and outside of the classroom. Being part of the UBC Network has been fundamental to my professional growth in the field of early education, allowing me to innovate and offer the best to my students. In addition, I can also contribute to the collective success of my educational community.

Susana Díaz  
Preschool aid  
Pataguas Cerro School, Pichidegua

WE LEARN PROGRAM

The We Learn program has allowed me to acquire new language teaching methodologies. For me, the best are the meetings after the classroom coaching sessions, where I can identify the actions that are yielding good results as well as those that I must improve. The workshops organized by the foundation with English teachers are also a great contribution. In these instances, we can express our doubts and exchange experiences.

Jenny Sandoval  
English Teacher  
District of Villarrica, Araucanía Region.

We Learn is a teaching and leadership professional development program that seeks to contribute to the improvement of the quality of English education from an early age, collaborating and participating in networks that improve teaching and leadership practices, allowing students to achieve a better development in this foreign language.



## We strengthened our mentorships

The experience gained during more than five years of working with public schools allowed us to witness the benefits, scope and impacts that the collaboration has had over pedagogical action at a systemic level.

It is within this framework that mentoring is positioned as a linkage strategy, where participants of the We Learn program and the We Learn Improvement Network share knowledge, learning and challenges with the goal of supporting one another.

### 2 mentorships were conducted in 2023:

#### 1 Institutionalization of English:

2 members of the leadership team from Valle del Elqui traveled to Puerto Natales to share their experience and provide tangible examples on how to capture the importance of English, by guaranteeing its proper inclusion in the establishments' official documents.

#### 2 Systematic improvement in English:

English teachers, and leadership and educational teams of the Elqui Valley, Puerto Natales and Puerto Montt met with their peers in Villarrica to jointly reflect on how they experience systemic improvement from their respective roles.



## We Learn Access scholarship program

The We Learn Access scholarship program is managed in agreement with the United States Embassy and Fundación Educacional Oportunidad. Both institutions provide a free two-year English learning program for students interested in strengthening their skills in this language.

A curriculum was designed to facilitate and standardize the learning, aimed at ensuring a progression, starting at the Pre A1 level in the first unit, until the end of the program's second year at the B1 level, in accordance with the standards provided by the Common European Framework of Reference for Languages (CEFR).

In **2023**, the beneficiaries of this program had approximately **300 hours** of extra-curricular classes, over **3** educational excursions focused on **tourism** and various communication activities with native speakers.

In addition, 51 students from Vicuña and Puerto Natales finished the year graduating and receiving the Cambridge international KET and PET test certification, reaching the B1 or intermediate level, where a person can understand clearly spoken main concepts addressing mundane, work or academic-related topics.



**Fernanda Herrera**  
Head of the We Learn program  
Fundación Educacional Oportunidad

We thank students and their families for committing to this initiative, English teachers and community teams for managing valuable opportunities (such as internships and international lectures), and external collaborators –like “The School for Fields Studies”– for fostering the students’ talent with activities related to the exploration and care of Patagonia’s touristic surroundings.



# IMPROVEMENT NETWORK

## WE LEARN

“ Working with the We Learn Vicuña community network was a pleasant experience, because I was able to interact much more with other teachers of the schools that are part of this network. We were able to carry out our innovation project, which allowed many students from different classes to playfully and actively participate in our first summer camp. All this is heartwarming, because it feels that the work that was structured and executed has indeed paid off.

**Cynthia Aránguiz**  
English Teacher at the Juan Torres Martínez School and Head of Communications for the Vicuña Network, Coquimbo Region.

The We Learn Improvement Network aims to maintain contact with the territory after the implementation of the We Learn program.

The Network seeks to continue strengthening English learning from an early age in the country’s public education, applying an autonomous and collaborative approach.

### The We Learn Improvement Network was created in Valle del Elqui

14 educational establishments in the districts of Paihuano and Vicuña, in the Elqui Valley,, the majority of which had been implementing the early English language program for more than 10 years, brought the We Learn Improvement Network to life in 2023.



Executing on what had been jointly articulated in previous years, the teams achieved:

### REFLECTION

Receiving coaching, participating in intercommunal mentorships and conducting days of reflection to exchange data.

### TRAINING

Participating in workshops for local leaders, innovation courses and strategy updating, in addition to academic diplomas.

### INNOVATION

Following up on the creation, design, planning and execution of two innovation projects: “Attention to the diversity of the English classroom”, in Paihuano and “Summer Camp”, in Vicuña.

### COLLABORATION

Organizing the 1<sup>st</sup> Learning Session, where they shared the knowledge gained in training, presented innovation projects and celebrated the achievements of the year.

“ The development of this network has been a hard, challenging, and yet satisfying endeavor, because of the benefits it brings to the various stakeholders involved in it. In our district we are using the Network to generate protocols that not only remain as part of the work structure, but that are also able to impact the educational work methodology in a manner that is sustainable over time.

**Alejandro Fuenzalida**  
English teacher and We Learn Coordinator in the district of Paihuano, Coquimbo Region.

At the end of the year, **90%** of the Network’s participants declared they were satisfied with the implementation and **95%** would recommend participating to their colleagues.

# WE ARE PART OF SOMETHING IMPORTANT



To further our purpose, we must **constantly innovate and work collaboratively with others.**

We're committed to sharing the knowledge, methods and resources that we have tested in the field over the years, in order to truly contribute to the country's education and achieve a tangible impact on the quality of early childhood education and early English teaching.

Therefore, partnerships with other public and private organizations and participation in inter-institutional roundtables have become an important pillar of our daily work.

Below we present the main milestones of 2023 in the collaboration and knowledge transfer fields.

## The continuous training program provides preschool teachers with tools to interact effectively in the classroom

In 2023, we delivered the continuous training course: **"Interacting effectively: Social and Emotional Block"**, aimed at preschool teachers, with the goal of instructing them on the importance of the interactions, as well as identifying which of them are most effective, allowing them to improve their own teaching practices.

The Early Edu Alliance course, which was adapted to the Chilean context and translated into Spanish, featured a combination of synchronous online sessions, as well as asynchronous sessions (through the use of the Moodle platform) and mentorships throughout the training process.

“ It was a very complete course that comprehensively addressed both the practical and the theoretical, with permanent coaching in the development of the different tasks and activities that lead to enriching feedback throughout the mentorship. ”

Course participant, Valparaiso Region.

## We gave acces to our attendance platform to SLEP Andalién Sur

We were invited to participate in an existing collaboration between the Local Public Education Service Andalién Sur (Biobío Region) and PRO NEP, a group formed by Fundación Educacional Arauco and Universidad de Chile's CIAE. We shared our experience regarding the use of data to track attendance and lead management teams.

As part of this collaboration, we held a discussion addressing experiences in attendance collecting and reporting for the promotion of positive school trajectories, as well as a leadership workshop regarding data use and decision-making to improve school attendance in the city of Concepción, with the participation of representatives of 11 schools from the districts of Concepción, Chiguayante, Florida and Hualqui.

We also provided our attendance platform, adapted to the SLEP's needs, for it to be used in elementary and high school levels. The platform was officially presented to the schools in December, and was positively received by school leadership teams, who will be formally implementing it in 2024.

We participated in O’Higgins’ Regional Committee for Pedagogical Innovation

Mineduc’s Innovation Network for Educational Transformation seeks to strengthen the articulation of school communities to generate experiences where students are the protagonists in the transformation of their surroundings.

Each region of Chile has a committee, which operates through partnerships with various institutions, which provide economic or pedagogical resources such as trainings or workshops for educational stakeholders in the region.

In the case of the O’Higgins region, we participated in the Regional Pedagogical Innovation Committee through our Un Buen Comienzo program and Improvement Network. In this context, we delivered pedagogical innovation training to teachers from the O’Higgins region as well as an attendance-related workshop at the regional meeting held in August.

+5k ENROLLED IN OUR ONLINE LEARNING COURSES.

Between March 2023 and January 2024, 5,294 students enrolled in one of the 21 free courses available on the online platform [www.oportunidadenlinea.cl](http://www.oportunidadenlinea.cl), which allows for self-training in the areas of early childhood education, school attendance and teaching English from an early age.

The course with the most enrolled students in 2023 was "Mathematical Thinking Strategy", with 1,056 students.

“The course provides valuable information to improve and reflect on our teaching practices, incorporating new strategies that allow us to advance in the development of the children’s mathematical skills in a way that is more playful, meaningful and entertaining for them”

Student of the Mathematical Thinking Strategy course.

We shared strategies for early English teaching with undergraduate students

In 2023 we aimed to generate a connection between our experience in teaching English from an early age and the training of future teachers, to foster their calling to be part of the public education system.

We held 3 face-to-face workshops at Universidad Austral de Chile, Universidad de Magallanes, and Universidad de Santiago de Chile, in which 70 students participated.

71% of the participants would recommend the program to a colleague or institution, to reinforce topics related to teaching English from an early age.



IN 2023, WE ACTIVELY PARTICIPATED IN THE FOLLOWING INITIATIVES:



Cuidemos la Infancia

We participated, together with more than 90 civil society organizations, in a campaign to strengthen the adequate detection and addressing of children’s needs. It includes a digital platform that provides valuable information to promote the healthy development of our country’s children.s.

[www.cuidemoslainfancia.cl](http://www.cuidemoslainfancia.cl)



Red Por un Chile que Lee

This public-private initiative seeks to promote reading in Chile. In this network, we lead the Early Childhood roundtable, where we raised the need to encourage reading enjoyment from an early age, along with language and initial literacy, considering the role of educational teams, families and the community.

[www.porunchilequelee.cl](http://www.porunchilequelee.cl)



Educación Inicial 2030

We are part of the 30 organizations behind “**Juntos por una Educación Inicial 2030 para el futuro de Chile**”, an initiative that seeks to generate long-term impact on the quality and equity of early childhood education in our country. In this space we collaborated on the pedagogical advisory table, reviewing and generating proposals to highlight the importance of early education.

[www.educacioninicial2030.cl](http://www.educacioninicial2030.cl)



Red de Escuelas Líderes (REL)

Since 2018, we have been partners of this national community for educational innovation that unites leading and innovative institutions, in highly vulnerable contexts from across the country.

In 2023 we held a new version of the National Educational Innovation Competition, with the participation of more than 70 schools that submitted their projects to become part of REL. The ten winners became part of the network at the end of the year. The awards ceremony was held during the event, titled “Innovate to learn: a network challenge”, with 250 attendees and that was broadcast live on CNN.

[www.escuelaslideres.cl](http://www.escuelaslideres.cl)  
[video of the ceremony](#)



Acción Colectiva por la Educación

We continued to actively participate in this alliance of 28 civil society organizations, committed to quality, equitable and inclusive education, collaborating to influence public education policies to generate large-scale educational change.

[www.accioncolectivaeducacion.cl](http://www.accioncolectivaeducacion.cl)



And at the international level:

WE LEAD THE INTERNATIONAL NETWORK FOR SCHOOL ATTENDANCE (INSA) IN CHILE

In 2023, a collaboration between 7 Chilean organizations materialized, with the creation of the local representative of the International Network for School Attendance INSA.

We are responsible for leading this network in Chile, which also includes Mineduc, the UNESCO Chair, Universidad de Chile’s CIAE, and Presente, Arauco and Belén Educa foundations, among its participants.

Our role is to facilitate the connection between national and international experiences, through the promotion of collaborative research spaces, the exchange of effective practices and the generation of projects among the network’s members. In turn, this will allow for the establishment of connections with INSA participants in other countries.

<https://www.insa.network/chile>

“ This experience has represented an invaluable opportunity to broaden our impact and consolidate collaborations that enhance school attendance both nationally and internationally. ”

**Carolina Soto**  
Leader of the My Country Chile Network and part of the team at Fundación Educacional Oportunidad.

We collaborated with Perú’s Luminario Foundation

Since 2022, we have worked collaboratively with Perú’s Fundación Luminario through the Un Buen Comienzo program, to share learnings and coaching experiences with educational teams, enhancing professional development and the improvement of their pedagogical practices, with the aim of impacting early education in both countries.

In 2023, we continued to strengthen this collaboration with the visit of a delegation that traveled from Peru to the O’Higgins region, where they visited schools that are part of Un Buen Comienzo, witnessing the practices and coaching received by educational teams.

The team at Fundación Luminario also participated in a day of reflection, where the professionals of the two institutions discussed both programs’ visions and experiences on early education.

“ We are excited with the possibility that this work will allow us to find new ways and strategies to implement and develop proposals that improve pedagogical coaching for teachers in Peru and Chile. ”

Rocío Santiago  
Coordinator of the coaching program for Fundación Luminario.

<https://luminario.pe/>



We presented our leadership diploma at various international congresses.

Throughout the year, we were invited to present the experience and results of the diploma we imparted jointly with C-Líder.

In January, we participated in the International Congress for School Effectiveness and Improvement (ICSEI), a global community of practitioners, policymakers and researchers from more than 80 countries working collaboratively to improve equity and excellence in education.

Subsequently, we presented at the International Congress for Best Practices in Teacher Training, organized by Mineduc’s Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (Center for Improvement, Experimentation and Pedagogical Research, CPEIP) and the Organization of Ibero-American States (OEI), where we were showcased as part of the three national quality training experiences that were featured among the more than 200 applicants.

“ Through our participation in these international seminars, we seek to position ourselves as a benchmark in continuous improvement in education and share with others the knowledge we have acquired in this area. ”

Yael Codriansky  
Head of the Knowledge Transfer Area at Fundación Educacional Oportunidad.

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2023



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## 2023

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- Deputy Manager Admin. and Management**
- Roberto Molina F.

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- Head of the UBC Program and UBC Network:**
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- Carolina Zúñiga V.
- Program Coordinator and Supporters:**
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  - Danae Aravena B.
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  - Tania Venegas P.
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WE LEARN PROGRAM:

- Program Manager:**
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- Coordinators:**
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  - Cristina Ramos N.
  - Diego Aldana B.

ATTENDANCE PROGRAM:

- Head of Attendance:**
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- María Virginia López B.
- Coordinators:**
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  - Tatiana González D.



TRANSFER OF LEARNING

- Head of Learning Transfer Area:**
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- Learning Resources Coordinator:**
- Giovanna Méndez S.
- Learning Transfer Area Coordinator:**
- Lorena Espinoza E.
- Coordinator of the Link with the Environment:**
- Joselyn Manríquez A.

CONTINUOUS IMPROVEMENT AND EVALUATION

- Head of Continuous Improvement and Evaluation:**
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- Continuous Improvement Coordinator:**
- Susana Toledo V.
- Continuous Improvement and Evaluation Coordinator:**
- Javiera Sotomayor G.
- Data and Logistics Coordinator:**
- María Elena González R.

COMMUNICATIONS

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- Production and Logistics Coordinator:**
- Claudia Cañas V.
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- Claudia Bustos R.
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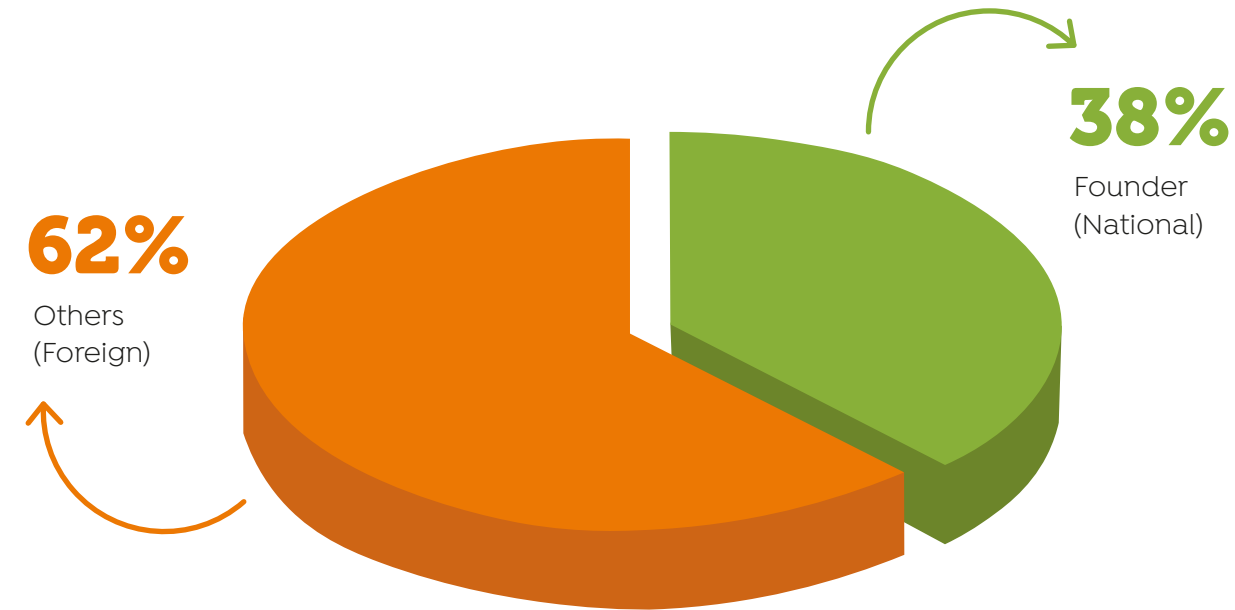
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STATEMENTS



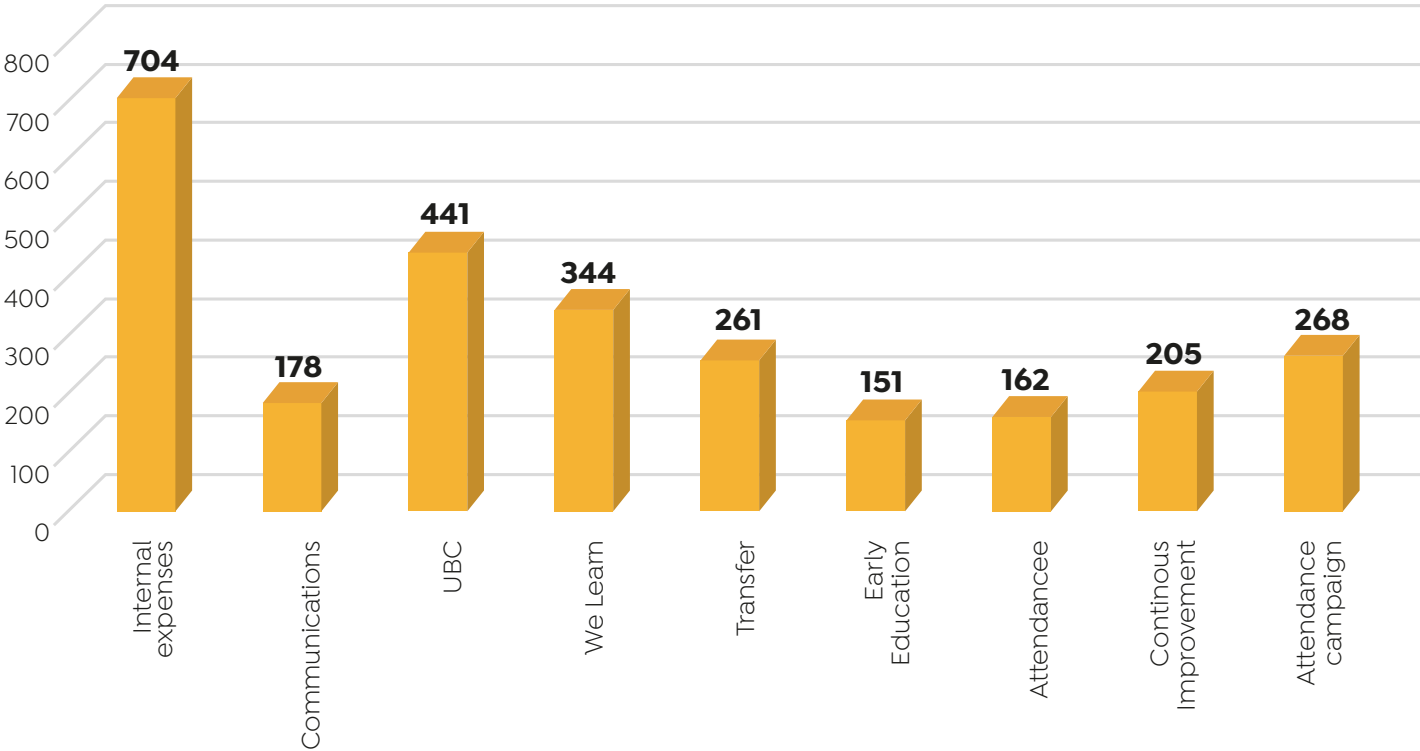
# A LOOK AT THE NUMBERS

## Nominal Income from donations



Source: Accounting

## Expenses for the 2023 period (CLP in millions)



Source: Accounting

**ANNUAL** | **20**  
**REPORT** | **23**

