

# 2010 Report

Educación  
2020

10 Years away from our goal



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10 years away from our goal

What we have done and our future challenges:  
we will achieve quality education and equality  
for all children in Chile by the year 2020.

Educación  
2020

# CONTENTS

- 3** Educación 2020
- 4** 2010 of Educación 2020
- 6** The three pillars of Educación 2020

- 6** Generate proposals for education policy

- 8** Create civic responsibility

- 10** Work in the terrain

- 11** The challenges we face

- 12** Our people

- 13** Board

- 14** Staff

## EDUCACIÓN 2020



Educación 2020 (Education 2020) is a citizen's movement born in 2008 that aims to promote public policies that transform our education system.

Our objective is to ensure that the education of all children in Chile will be of equal quality by the year 2020.

To achieve this, we create proposals, mobilize and empower citizens, work directly with authorities and press for changes in public policy.



Photo: Revista Qué Pasa

## 2010 OF EDUCACIÓN 2020

Ten years away our goal, Educación 2020 has become, in two years, a citizens' movement with solid bases, a source recognized by the press, a space for dialogue for citizens requesting political decisions



This year, we managed to have one of our most important pillars, outlined in our Roadmap 2009-2020, considered in the Law of Quality and Equality of Education passed January 19, 2011. Our proposal, expressed in **"School Principals: The Basecamp en Route to Everest,"** was a prominent factor in the decision to place special emphasis in this area. a space for dialogue for citizens requesting political decisions

We actively participated in the processing of the **2011 Law of Budgets** as well, demonstrating the lack of resources available for preschool and technical education. Our findings were taken into account by Congress, and encouraged them to increase resources provided in the final version of the 2011 Law of Budgets.

In addition to these achievements in public politics, the year 2010 was beneficial in the consolidation of our citizen's movement and our presence in the public sphere.

During this period, **we surpassed the number of 75,000 formal supporters** in our website, **more than doubled our media appearance** and greatly increased our presence in social networks, gaining **more than 50,000 active followers in Facebook and 30,000 active followers in Twitter**. Through these channels we have become recognized as an advocate for education, raising citizens' demands before political and legislative bodies.



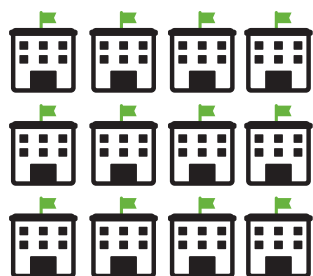
**75.000**  
supporters



**30.000**  
followers



**50.000**  
followers



**Projects in  
12 communities**

All of this compliments our **new regional projects**, through which Educación 2020 becomes immersed in local realities, creates links, learns and can put into practice that which, until now, we had only defended on paper.

With a **presence in 12 communities throughout the country**, Educación 2020 has committed itself to the improving the education of more than 100 thousand Chilean children through projects based in our main principles: excellence in pedagogy, good management, and committed makers of change.



**Projects that will positively  
impact more than 100  
thousand children.**



## THE THREE PILLARS OF EDUCACION 2020

### 1. Generate proposals for education policy

The **Education Policy and Legislative Observance** sector produces and distributes documents with proposals that seek to create new projects and improve those that already exist. This allows us to be present and participate in Congress during the creation of all bills related to education: Preferential Subsidies, Quality Assurance, and Quality and Equality in Education. We regularly attend sessions of the Education Commission, the Senate Finance Committee, the Chamber of Deputies, Joint Committees, and to sessions of both houses of Congress, and create legislative minutes to deliver to all congress members.

The success of Educación 2020 has resulted in congress members of all political stances accepting our observations and proposals. These congress members are interested in our approaches and, on various occasions, have invited us to present our ideas formally.

One of our greatest successes was the inclusion of one of our primary objectives in the **Quality and Equality Bill: principals of excellence. Our document "School Principals: the Basecamp en Route to Everest"** was fundamental in our dialogue with political authorities and in convincing them that education initiatives are indispensable in improving the administration of pedagogy, finances, and organizations.

Also, the document **"Funding, Public Education and Inequality"** revealed the strategic importance of public education for the country. Our fight to strengthen and elevate Chile's level of education will be one of the strong points of our agenda for 2011.

Part of our proposals is now expressed in the Quality and Equality of Education Bill; we actively participate in having it passed, since it was presented by the Executive. In the analysis of the bill are propositions for modifications for the current education system and information about mechanisms for funding, with the objective that the bill will contribute to improve quality and equality in education.



In the case of the 2011 Law of Budgets, we realize that Chile has a deficit of the resources for preschool and professional technical education. These observations, contained in the document **"Analysis of and proposals for the Law of Budgets of the Education Sector for the Year 2011,"** were shared with those congress members that lent ears to our demands and who were able to modify these projects. This allowed important increases in the resources designated for preschool and technical education.

Our Foundation was included on the External Advisory Board of the Chamber of Deputies, which shows that from now on we act as informed, knowledgeable, and professional legislative consultants, creating effective and efficient legislative action.

Our presence in the political sphere has made the Executive Power extensive: we maintain **fluid contact with principle authorities of the Ministry of Education**, with whom we maintain work meetings with the objective of exchanging proposals and trading visions for Chilean education.

To carry out our work, **we feed off documentation, statistics, and proposals produced by the majority of the Centers of Education Research of the country.**



## 2. Create civic responsibility

During 2010 we have enabled our proposals to pass from academic discourse to the discourse of notable actors in the country's political and social life, similar to a discourse of common feeling and urgency to achieve our objective of improving education in Chile. In this way, we have brought a form of political decision-making once foreign to people much closer, ensuring that people stay informed and practice a prominent role in our citizens' movement.



35,000

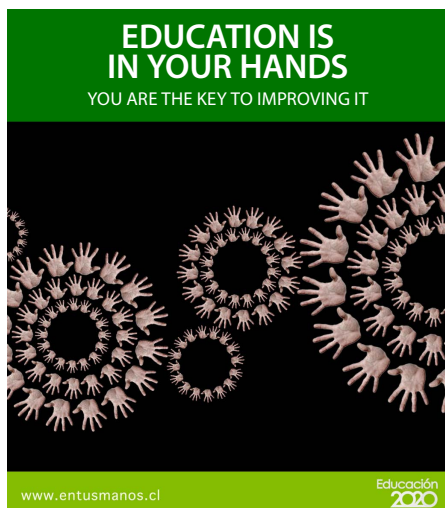
30,000

25,000

28 Dec 09 Jan 21 Jan 02 Feb 14 Feb 26 Feb 10 Mar 22 Mar

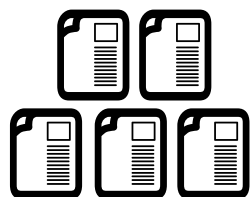


At the start of 2010 we had 9,000 followers. In December our followers had increased to 23,000. Today 30,000 individuals follow us.



During 2010 we also strongly reinforced and expanded our citizen support base. A great part in this growth was, without a doubt, our work in social networks: our institutional website ([www.educacion2020.org](http://www.educacion2020.org)) became a **portal of citizen activism for education** ([www.entusmanos.cl](http://www.entusmanos.cl)).

This new website has launched the campaign "**Education is in your hands. You are the key to improving it,**" which took place in October and November and, as a central initiative, empowered citizens to participate not only in describing the problem of education in Chile, but also its solution.

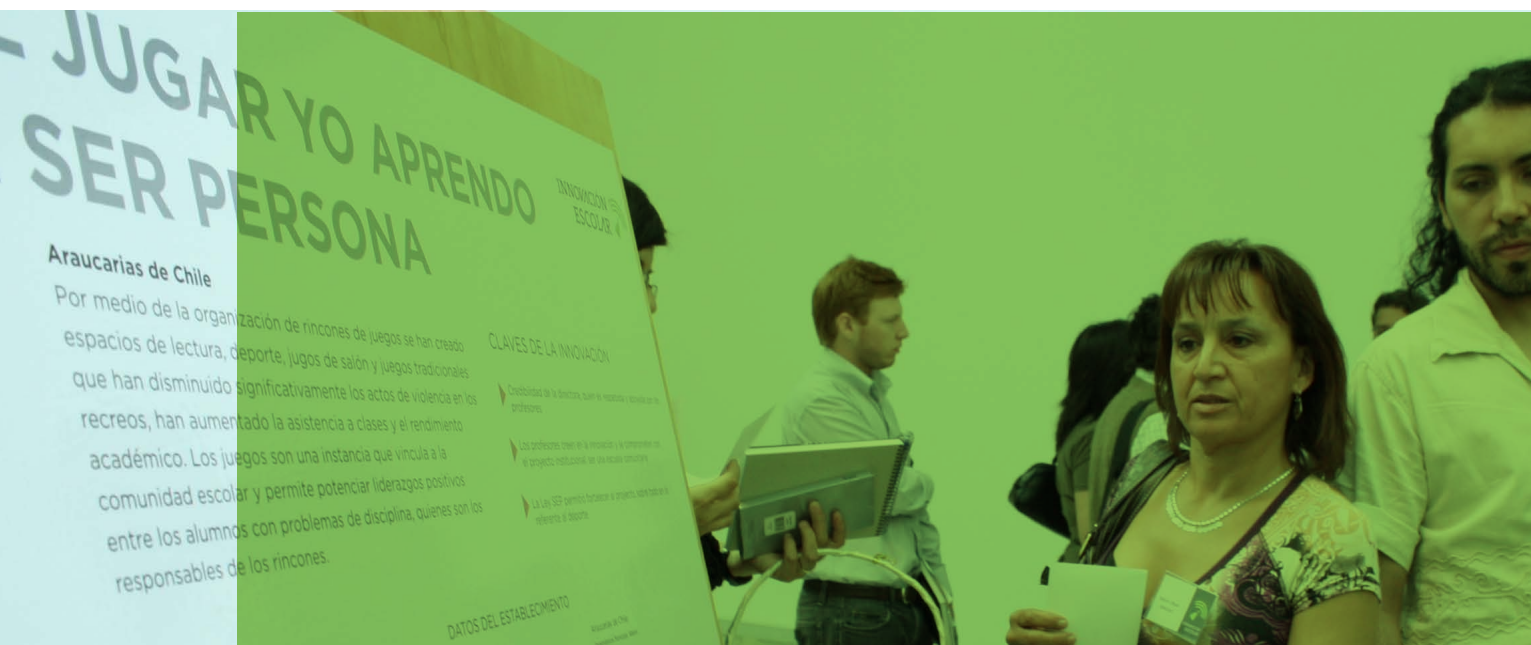


**5 press  
features weekly**  
(269 total in 2010)

In the media—in newspapers, magazines, television and radio— **we were featured a total of 269 times**. This translates to 5 times each week, more than double our features in the year before. Our presence in the Internet greatly increased. Through social networks (Twitter and Facebook) we maintain a close relationship with our followers. In this field our principle mission is to inform and create a constructive dialogue in civil society. Also, we participate in **conferences, events, and seminars throughout the country**.

We also stress our **campaigns for citizen communication in alliance with Radio Bío Bío, Servipag, Metrogas, and the Canal del Fútbol**, who have who have donated generous space in their networks for citizens' communication.

This year a new force was born to bring the citizen's movement closer to the reality of our national education. Educación 2020 organized its **First Education Innovation Fair** held January 6, 2011 in Fundación Telefónica. In this way we created a space where schools could share innovative experiences, those which have allowed them to foster the improvement of the quality of their students' education.



The Fair was attended by more than 300 teachers and school principals from all Chile who knew the projects of the 28 schools selected from a total of 122 applicants from the entire country. The Fair also supported participation from the Internet through the website [www.innovacionescolar.cl](http://www.innovacionescolar.cl). With this initiative, Educación 2020 put forward a new interpretation of what is usually considered education innovations, removing it from the classroom and situating it in the context of the education community. This is a new way of thinking about and doing things in the level of school administration, a new way to relieve the role that principals carry out in this type of model.

### 3. Work in the terrain

Our projects, developed in 12 communities throughout Chile, materialize a few of the principle proposals of Educación 2020. Through these proposals we can work in the terrain, guided by the feeling of our Foundation's urgency.

Working closely with regional and municipal authorities we want to take a day-to-day approach with the directives that drive our thoughts, impacting more than 100 thousand children in Chile.



**Los Lagos Educa:** intends to improve —with clear, measurable goals— education in 8 communities of the Lakes Region. Puerto Veras, Puerto Montt, Llanquihue, Ancud, Purranque, Puerto Octay, Puyehue y Los Muermos are the municipalities where our movement is working directly with technical support from the Education Group.

**Directors in Vulnerable Schools:** this program seeks to increase and improve the tools used to confront the process of school improvement in 3 communities —San Antonio, San Joaquín, and Lo Prado— as much in their pedagogy as in their administration. Led by Educación 2020 and the area of social responsibility of Coca-Cola, this project makes concrete one of the central ideas of the Law of Quality and Equality: reinforce school administration through selecting new principals and constantly supporting a program of supervision, monitoring and evaluation of the project's implementation.



**Melipilla Wants a Better Education:** this is a municipal education strategy centered in the development and the strengthening of the capacities of the administration of town council and its education establishments. This agreement was signed by the Municipal Corporation of Melipilla and the Foundation Educación 2020. The partnership has an initial timespan of 5 years, a period in which diverse education specialists will advise town council in the sphere of administration of the Municipal Education.



## THE CHALLENGES WE FACE

In 2010 we became adults. We matured from a citizen's movement born, of the contingency and the urgency of the state of education today, to become a group organized legally with official status as a Foundation.

The ripening of the movement can not only be seen in this sphere, but also in the success we have achieved within Chilean society. But it is this very same success that compels us to continue advancing with more force than ever before.

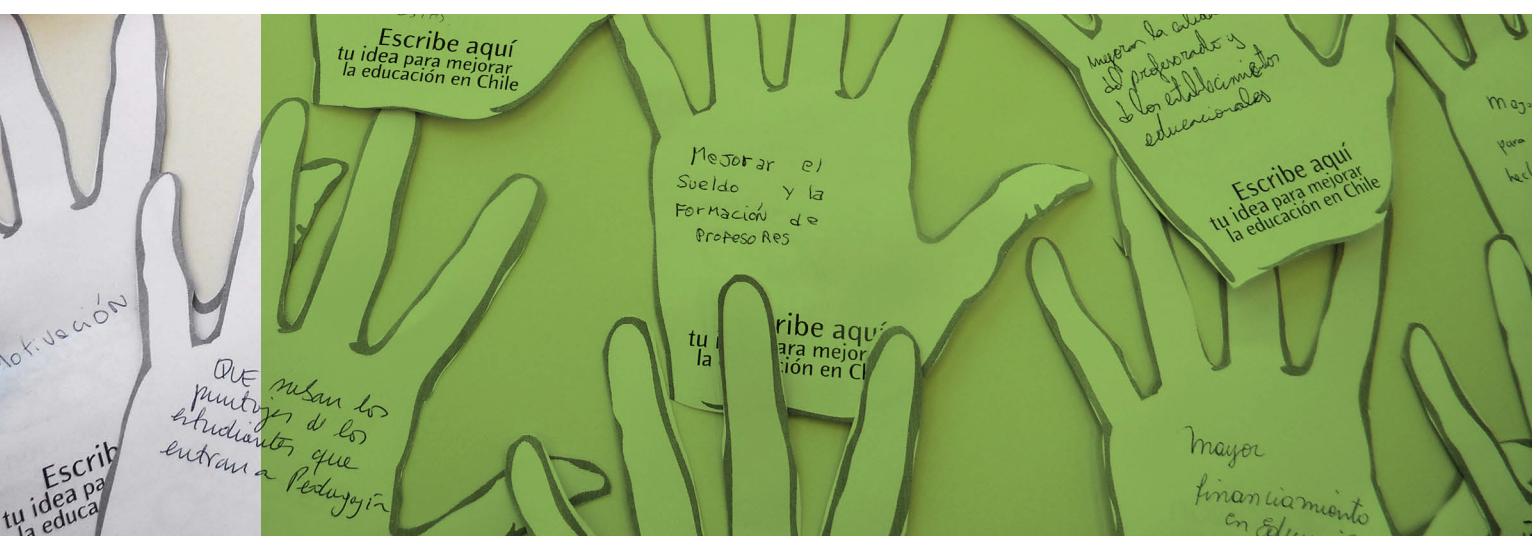
Education reform is far from complete. There are unresolved legislative challenges regarding the strengthening of municipal education, teaching careers, pedagogy and administration, preschool, technical school, university accreditation and revision of the mechanisms for school funds.

At the same time, we face enormous unresolved communication issues in informing citizens about concepts, statistics, rights and duties. Only with informed, motivated citizens can we achieve the educational changes that Chile needs.

Our work in the terrain also continues to deepen, as much in the specific impact our work has in school administration as in the opportunities for learning and experimentation that our work permits.

We have 10 years left to make our dreams and the dreams of our 75 thousand supporters a reality. To achieve this, our movement proposes to consolidate everything that advanced in 2010 and continue pushing for a future where all children in Chile receive the education they deserve.

We sincerely thank our volunteers and our sponsors for the support they have given us through their time, services, and financial resources. Without their support none of our work would have been possible.



# OUR PEOPLE



## BOARD



Mario Waissbluth, Academic, U. of Chile (President).

Celia Alvariño, Director Dunalastair High Schools (Vice president),

Francisco Jeria, Engineering Student PUC.

Claudia Bobadilla, Director Red de Alta Dirección U. del Desarrollo.

Juan Andrés Camus, President CELFIN.

Abelardo Castro, President Council of Education Deans.

Jaime Estévez, Economist and member of the Directorio Banco de Chile.

Rodrigo Jordán, President Foundation for the Overcoming of Poverty.

Patricia Matte, President Society of Primary Instruction.

Alejandra Mizala, Academic U. of Chile.

Patricia Politzer, Journalist.

Valentina Quiroga, Industrial Engineering, U. of Chile.

María Fernanda Ramírez, Engineering Student PUC.

Matías Reeves, Industrial Engineering U. of Chile.



## STAFF



### **Mario Waissbluth / Executive President**

Chemical Civil Engineering, University of Chile. Ph.D. in Engineering, University of Wisconsin. Professor in the Department of Industrial Engineering of the University of Chile, ex-member of the Council of Senior Public Management and Academic Director of the Public Systems Center of the University of Chile. President of the Education 2020 Administration.



### **Matías Reeves / Assistant Executive Director**

Industrial Civil Engineering, University of Chile. Masters in Public Policy. Completed his thesis on the "School Leadership of Highly Socially." Held the position of Chief of Teacher Mentoring in the Department of Industrial Engineering at the University of Chile.



### **Adriana Delpiano / Executive Director**

Social Work, Pontifical Catholic University of Chile. Ex-Minister of State for presidents Eduardo Frei Ruiz-Tagle and Ricardo Lagos Escobar. Governor for the Bachelet administration. Executive Director of the urban transformation project Ciudad Parque Bicentenario de Cerrillos (City Bicentennial Park of Cerrillos) in Santiago.



### **Valentina Quiroga / Director of Education Policy**

Industrial Civil Engineering, University of Chile. Masters in Applied Economics, University of Chile. Completed her thesis on "The Educational Impact of Children of Working Mothers." Founded Education 2020 and current member of its administration.



### **Patricia Schaulsohn / Legislative Advisor**

Law, University of Chile. Served as professor in the School of Law at University of Chile. Legislative Parliamentary Advisor. Chief of Cabinet of the President of Chamber of Deputies. Lawyer in the Legal Legislative Division of Minister of the Secretary General of the Presidency, Chief of Cabinet of the ministry of the Secretary General of the presidency. Legislative advisor Sernam (National Service for Women) and Sub-Secretary of Regional Development, Chief of Cabinet of the Regional Administrative Division of the Metropolitan of Santiago.



### **Gabriela Cares / Coordinator of Education Policy**

Sociology, Pontifical Catholic University of Chile. Qualified social data analyzer. Has investigated massive studies and cases in the public sector, which included research in education, community development, and the transfer of innovative technologies. Worked in the Technical Coordination of International Studies of SIMCE (System of the Measurement of Education Quality), in the team of Technical External Educational Assistance in the National Coordination of Preferential School Grants.



### **Jimena Cosso / Education Policy Sociologist**

Sociology, National University of La Plata. Investigator in the team of "Inequality, Violence and School: Dimensions of Socialization and Subjectification," Department of Philosophy and Literature at University of Argentina. Publication: "Youth and Politics: an Experience in an Human Rights Organization 2008-2009."



### **Manuel Sepúlveda / Articled Clerk of Education Policies**

Sociology, University of Concepción. With his report, "School Leadership in schools with high levels of social vulnerability" he applied for his sociology degree. Completed his professional practice in Education 2020. Has participated in numerous education conferences and seminars and was a volunteer for Un Techo para Chile (A Roof for Chile).



### **Andrés González / Project Director**

Business, University of Santiago, Chile. MA in Economics, Latin American Institute of Doctrine and Social Studies (ILADES)/Georgetown (recipient of an Inter-American Development Bank, BID, scholarship). Served as Corporate Manager of the Promotion of Production Corporation (CORFO) and President of the Directive of the Technological Cooperation Service (SERCOTEC), Vice-president of the Directive Committee of the Fishing Development Institute and Director of Innovate Chile. Executive Director of the Development Fund of Artisanal Fishing, Chief of Cabinet of the Undersecretary of Fishing and Chief of the Regional Unit of the Economic Ministry.



### **Viviana González / Communications Director**

Social Communication and Masters candidate in Marketing and Management of Business, University for the Arts, Sciences, and Communication (Chile). Was a television producer for Chilevisión and Production Manager of Magazines for the group Copesa Editorial. Also served as a strategic communications advisor to Imaginación Consultores.



### **Andrea Buccioni / Digital Media Editor**

Journalism, Pontifical Catholic University of Chile. Qualification in Development and Management of Digital Content, Pontifical Catholic University of Chile. Wrote in magazines from the newspaper El Mercurio and in Tendencias of the newspaper La Tercera. In 2009 she participated in the Student Association at Pontifical Catholic University of Chile as well as in nonprofit organizations such as Un Techo para Chile and Arriba Chile.



### **Myriam Aravena / Journalist**

Journalist, University of Chile. Journalist for Punto Magazine and the Maipo Daily, collaborator in Zona Mujer (Women's Zone) of Terra.



### **María Paz Cerda / Executive Assistant**



### **Hernán Ulloa / Accounting and Finance**

**[www.educacion2020.org](http://www.educacion2020.org)**





# Educación 2020