



red 50

Commitment to
Chilean Talent



CHILE: a developing country and a benchmark in Latin America that hides an **"inconvenient truth"** that compromises its future...



the problem

Each year, 250,000 children are born in Chile
All of them with a huge development potential...



A child's brain has all the nerve cells that he or she will need when they become adults.

At 2 years old, we experience the biggest language explosion in our lives.

At 3 years old, we can achieve 1,000 connections per second, double of an adult.

**We are
incredible beings!**





Fifteen years later, 250,000 of these incredible beings reach the 8th grade and must pass an evaluation exam called PISA.

And when they are 25 years old, they must pass the SIALS exam for high school graduates.

“Between July and August of each year, 200,000 people climb Mount Fuji. How many people climb Mount Fuji each month?”

“Do not take aspirin for more than 7 days.”

56% of these 250,000 children **DO NOT KNOW** that they must divide 200,000 by 60.

41% of us **won't be able to answer** how many days at most we can take aspirin.

What do these results really tell us?

Of our more vulnerable children

Mathematics

92%

Language

88%

Of 8th grade children **don't understand well their teacher** and they spent 1,200 hours a year in the classroom, which is double the average of the OECD.

**So what has happened to
these incredible beings?**



They had to go to school...



YouTube



Adapting to uncertainty?

Leadership entrepreneurship?

Knowledge management?

Creativity?



1916

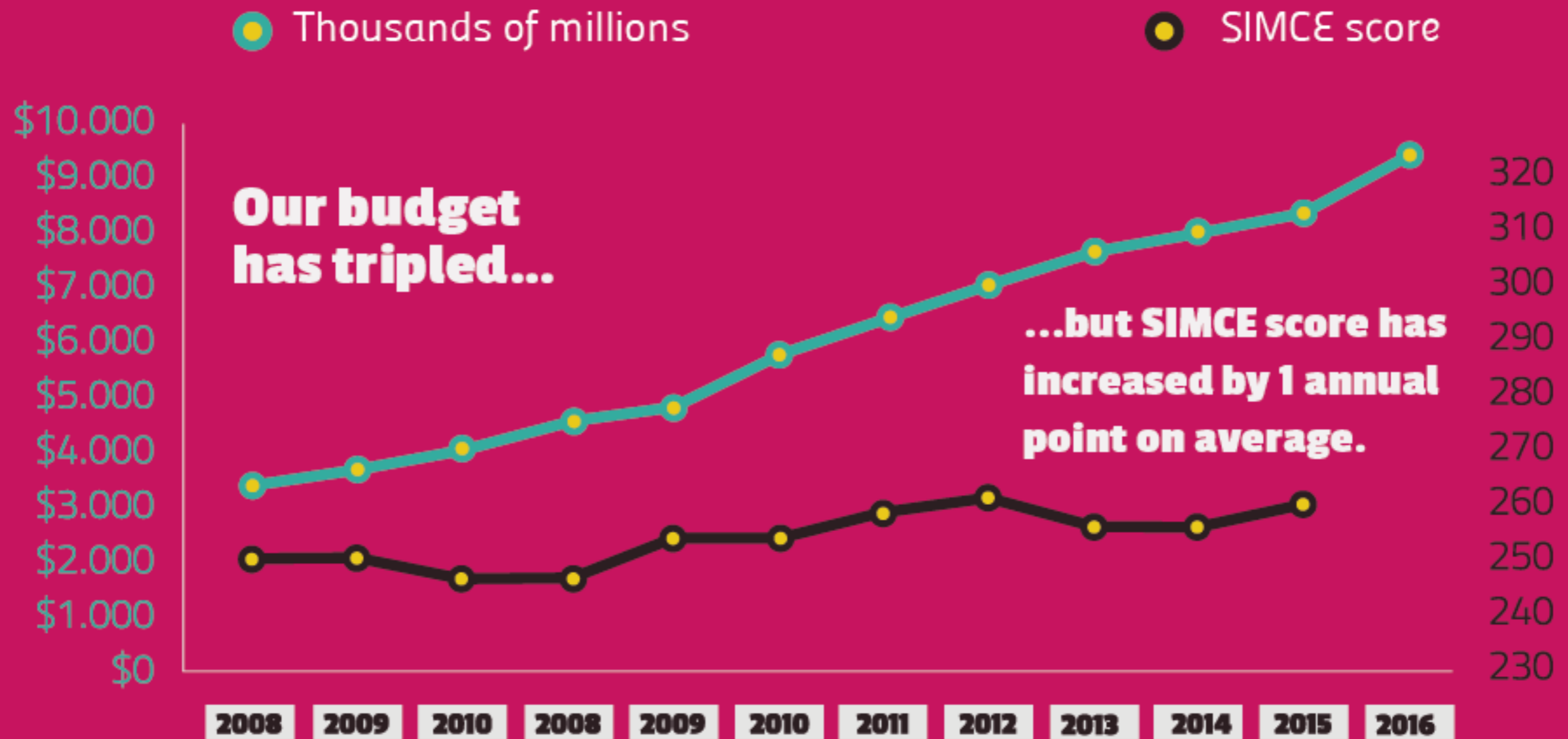


2016

The same classroom as one century ago

Chilean expenditure in education

MINEDUC budgets versus average SIMCE score in mathematics of 4th grade students



At this growth rate

We will have to wait for 40 years

For our most vulnerable students

To learn what we expect them to learn.



It is not just an economic problem,
But also a problem of **how we invest our
resources.**

We need to
**Transform the
classroom.**



**What we are
looking for...**

We are looking for a new way to teach and learn:

1. A **significant impact** on diverse learning areas.
2. A **sustainable and scalable** solution.
3. **Proven results** in short term, with low investment.
4. A **pedagogical model validated** by international institutions.
5. A successful **implementation** in different parts of the world.

the solution

Tutorial Networks

Students who are capable of learning on their own because of their interest and who are capable of guiding their peers' learning process.



That's what a classroom looks like:

Dynamic, promoting talents
and students' enthusiasm.



Curiosity
to learn, **learning how
to learn** and improving
school relationships.

1. A **significant impact** on diverse learning areas.



Developing
complex skills

**Focusing on
learning how
to learn**



Impacting
socio-emotional
skills

**Sparking curiosity,
motivating learning and
a proactive attitude to
studying.**

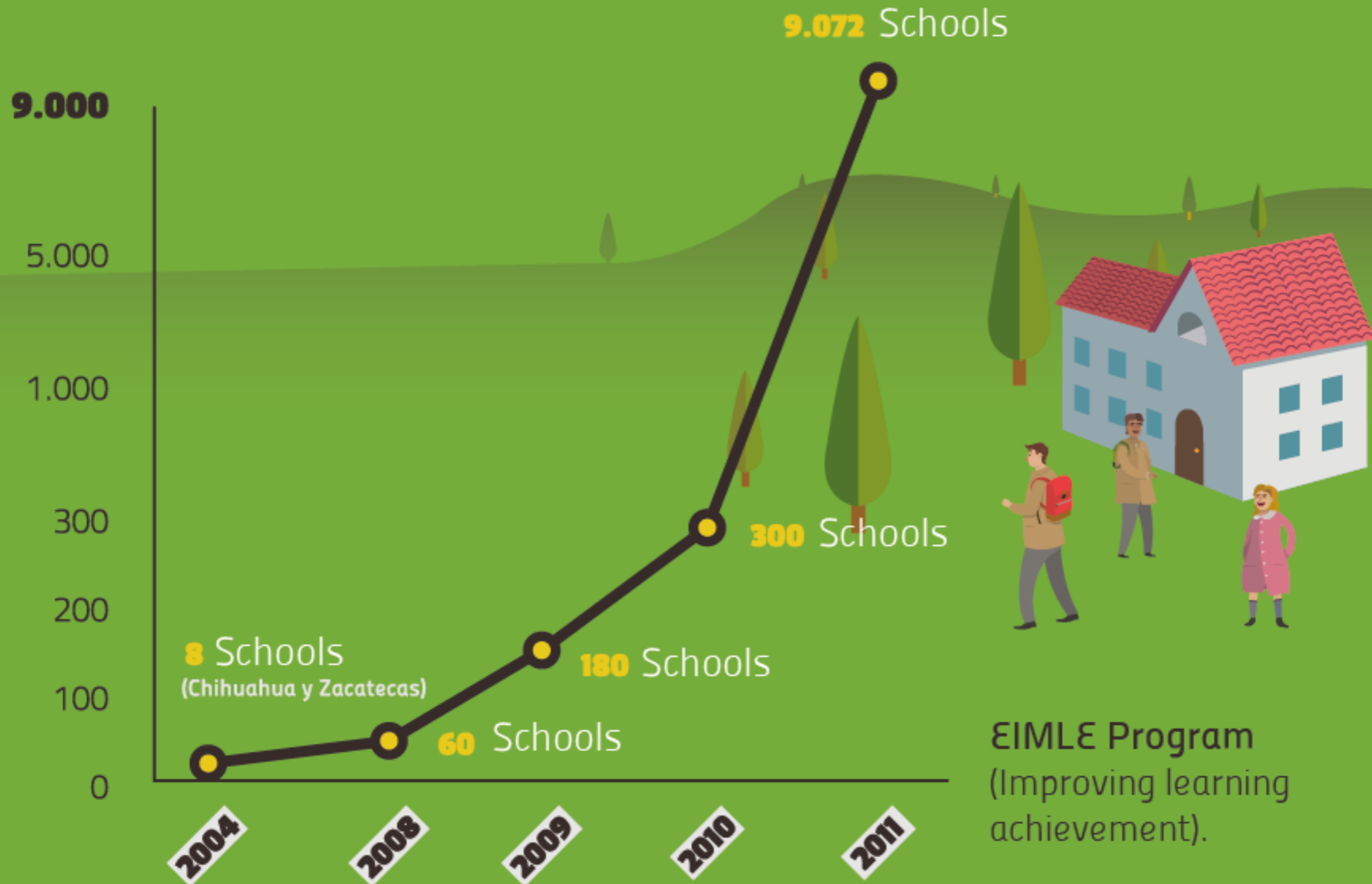


Impacting
school life

**Peer
relationships**

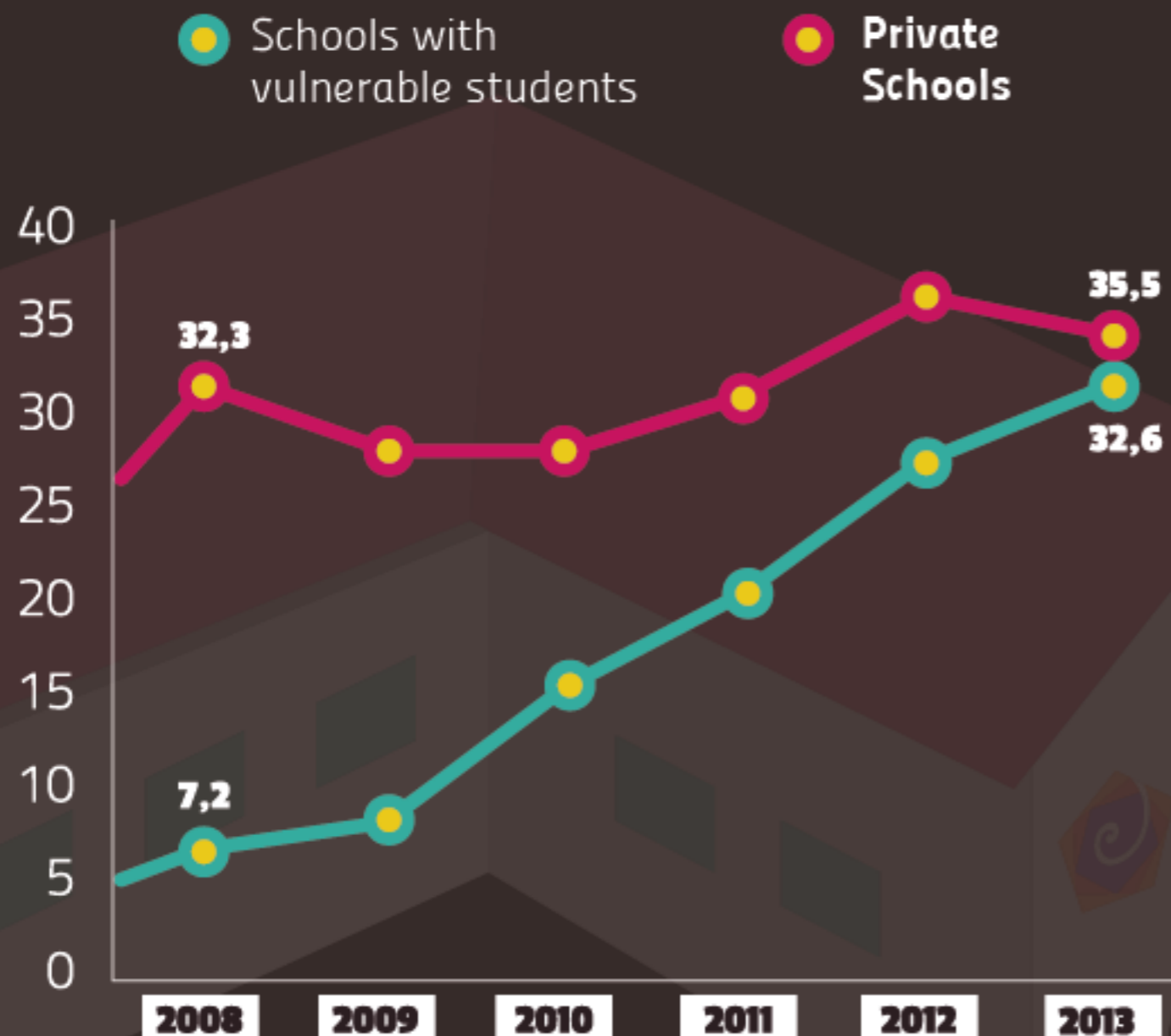
2. A **sustainable and scalable** solution.

Evolución de la política pública en México



EIMLE Program
(Improving learning
achievement).

3. **Proven results** in short term, with low investment.



In schools that incorporated this method, students with good and excellent results

increased from 7% to 33%

in 6 years reaching

similar levels to students in private schools.

The results were obtained with an investment that represents 2% of our educational expenditure.

Fuente: Santiago Rincón Gallardo, Universidad de Toronto, Canadá
Datos obtenidos de prueba ENLACE (SIMCE mexicano)

4. A **pedagogical model validated** by international institutions.



September 2015.

Tutorial Networks:
it is one of four inspiring methodologies that could transform the learning processes of Latin-American children.

5. A successful **implementation** around the world.



Our invitation

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What do we want to achieve?

To transform Chilean education by **innovating the classroom**, through a commitment of schools, entrepreneurs and social institutions.

We want to show the country:

“Yes, we can and this is the way to do it.”

How will we do it?

Implementing this methodology in 50 schools
(pilot program in Chile).

Systematizing.

Evaluating.

Designing a large-scale plan.

Doing research

Communicating and disseminating the model.

Deadline (2 years)

Starting in
July 2016

May 2018:
Showing the
country and the new
government the
impact of educational
innovation.

RED50 PLAN: Public - Private Alliance

Territorial Focus: Metropolitan Region - Valparaíso
& Araucanía - Los Ríos

2016

**20 Schools
Begin**

2017

**30 Schools
Begin**

2018

**RED 50
ends.**





By implementing Tutorial Networks we will promote a real change in Chile, improving our children's and grandchildren's future.

Our invitation is to **sponsor one or more schools,** getting the opportunity to create a relationship with the school and with the entrepreneur network involved in this project.

Educación
2020

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