

www.educacion2020.cl



HOW TO

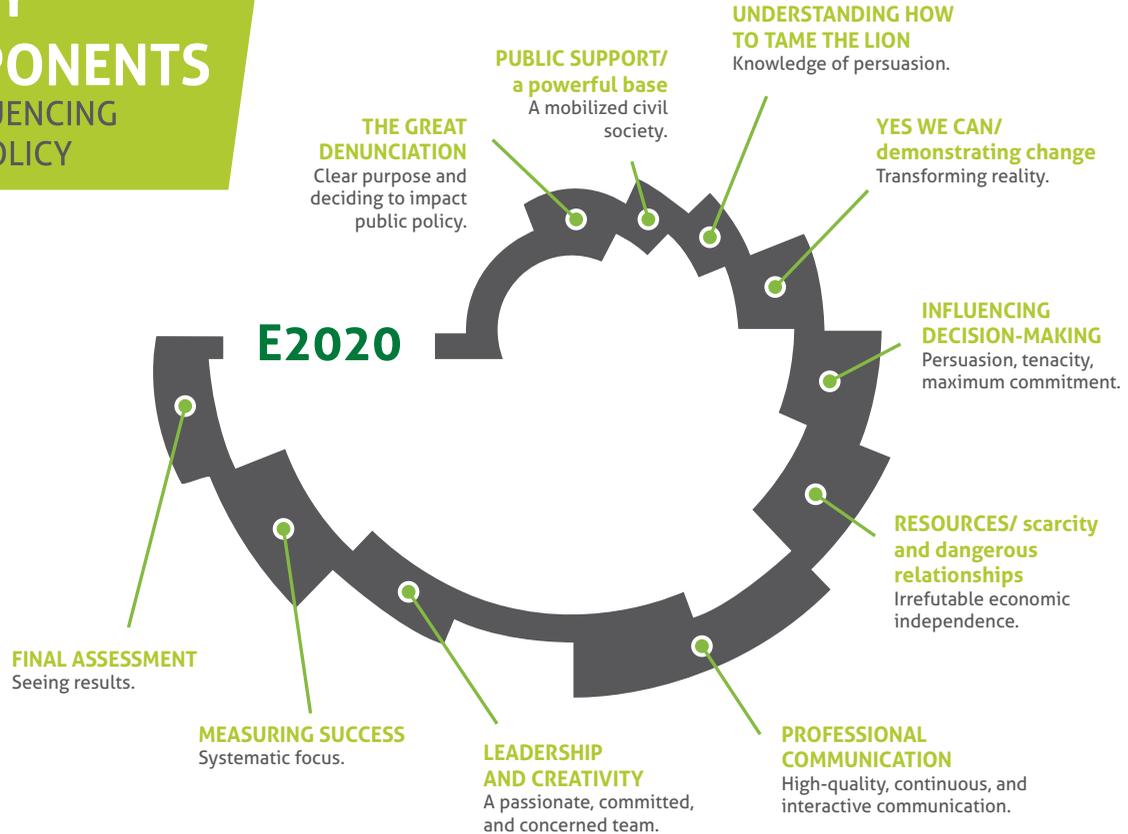
INFLUENCE

PUBLIC

POLICY

EDUCACIÓN 2020'S 10 KEY COMPONENTS

10 KEY COMPONENTS FOR INFLUENCING PUBLIC POLICY



¿Qué pasa

ESTATUT DOCENT

UNA TRAGEDIA PEOR QUE EL TRANS

Una investigación realizada por Mario Weissbluth, profesor de la Uni
revela la dramática situación de la enseñanza nacional: por lo meno
profesores no tiene la formación ni los conocimientos para resolv
de la calidad de la educación.

[KEY COMPONENT 1]

CLEAR PURPOSE AND DECIDING
TO IMPACT PUBLIC POLICY

THE GREAT
DENUNCIATION

The Educación 2020 *big bang* happened unexpectedly on August 23, 2008 in one of Qué Pasa's weekly columns. Under the title, "The State of Education: A Tragedy Worse than Transantiago," Professor Mario Weissbluth described the tragedy that Chile was experiencing within the educational system, completely unknowing of the consequences his column would have. According to Weissbluth, this is a drama that is even more serious than that of the Transantiago, a new public transportation system that generated subsidies in the millions and caused chaos in the capital that affected millions of users. Was it possible for there to be something worse right now than Transantiago?



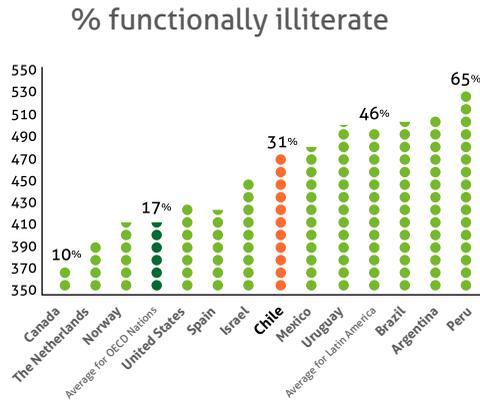
The article revealed alarming information:

- *Half of the students who take the university entrance exam in Chile only answer 10–15% of the questions correctly. This indicates that they have trouble understanding what they read.*¹
- *Only 8% of young people who take this test understand completely what they read.*²
- *The school principals are “tenured” due to a standing regulation dating from the era of the Pinochet dictatorship.*
- *Only 64% of those who entered university to study education in 2002 could correctly read a graph. Only 61% were capable of drawing conclusions from a text. Upon finishing their degree, the situation was practically the same.*³

¹ *Second International Adult Literacy Survey (Sials)*

² *Ibid.*

³ *“Desarrollo de habilidades básicas en lenguaje y matemáticas en egresados de Pedagogía: Un estudio Comparativo (“Development of basic skills in language arts and mathematics in education graduates”)*, Universidad de Playa Ancha de Ciencias de la Educación y Universidad de Valparaíso.



The column roused public opinion, and it also motivated a group of engineering students from the Universidad de Chile to re-publish the column in an internal online forum and to take action to put an end to this atrocity. After only a few days, hundreds of university students, largely from the Universidad de Chile and the Pontificia Universidad Católica, were ready to demand quality education for all Chileans. Amazed by the reaction to his writing, Professor Waissbluth understood that he could not refuse the opportunity to lead this movement.

Chilevisión’s program, “Zero Tolerance,” a prominent nightly space for debate, invited the group of students to present their proposal in a minute-long video. In the segment en-

titled, “An idea for Chile,” this group of university students dressed in green t-shirts with “Educación 2020” printed on them, outlined their vision: that by the year 2020, the poorest 20% of students in Chile would have an equal quality of education as the richest 20% of students.

Setting the year **2020** as the timeframe in which to meet this objective

*was a strategic decision, which defined
precise parameters and emphasized the
urgency to complete this work.*

But the students did not stop at this declaration or at their utopian goal. This first video gave a voice to the group’s Manifesto, which outlined the path of progress delineated by two fundamental measures:

- Every teacher in Chile should be of the same level and quality as teachers in countries such as Spain, Finland, Korea, or Japan.
- Every principal must be capable of directing his or her school’s educational process with sufficient flexibility.

How to accomplish this? By fulfilling three requirements:

- *Begin immediately because the process will take more than a decade.*
- *Come to an agreement between the political actors and the national teachers union in order to change the necessary laws.*
- *Increase the public budget for education in a substantive way by several billion dollars each year.*

At the end of the video, the show's host, Matías Del Río, came onscreen wearing one of the group's green t-shirts and reported that during the minute-long presentation, 800 people had connected with the movement through their website (www.educacion2020.cl) and more than 2,000 through Facebook.

The initial idea was to gather 10,000 signatures in support of these proposals, hand over the signatures to the government and legislators, take a picture as evidence of the completed task, and then each person would return to their academic and student activities. However, the outpour of interest was unstoppable. The website received 9,000 visitors in just one day, and by the end of the week, more than 20,000 people had registered with their name and RUT. In just a few days, more than 7,000 of those registered had passionately discussed education via the Internet, and 300 volunteers from across the country had offered their help in representing Educación 2020 throughout Chile.

Both the Minister of Education⁴ and the members of the Commission on Education of the Chamber of Deputies summoned these “new actors.” Even though it seems absurd, they called on them not just to applaud them for their fight, but also, unbelievably, to ask them to keep making noise so that the Educational Reform Bill would not get lost and ignored in Parliament. Intellectuals, professors, journalists, publicists, political representatives from every sector, business people, educational experts, and hundreds of people from various fields offered to collaborate in keeping this endeavor going. The press even wanted to interview the group's leaders.

⁴ Mónica Jimenez de la Jara, Minister of Education, 2008-2010.

It was clear that they had hit the nail on the head with this proposal. There was a strong public demand for quality and equality in education that was not being heard. But, how could they move forward?

The discussions among the leaders involved were intense. In order to provoke a change, the group had to enter the political arena. As those involved were mostly engineers, it seemed essential to them to create an organization that went beyond mere mobilization, which proved to be insufficient in 2006.⁵

There was immediate agreement that the group should be completely politically independent, and should stay away from aligning themselves with any political party's interests. However, not everyone agreed on the way things should be organized. While some proposed a representative board comprised of members of the subgroups involved (students, professors, and parents), others preferred a governing body that would be accepted by those in power, made up of a diverse group of people respected by the elite. That is to say, while the first group advocated a grassroots movement, the others argued that without getting their message through to the elite, it would not be possible to influence public policy and generate real change.

After a long night spent debating, the group opted for a go-

verning board which would be headed by Mario Waissbluth and made up of two leaders from the Universidad de Chile, two more from the Pontificia Universidad Católica, and a group of people whose participation they determined was important for fulfilling their mission: to accelerate a reform that would ensure quality and equality in education within the shortest possible timeframe.

On September 7, 2008, just two weeks after the Qué Pasa column, the Educación 2020 Foundation was formally created. Its first directorate was quickly chosen, incorporating students, experts in the field, business people, and professionals from other disciplines. These individuals represented diverse political orientations, and helped to lend a multidisciplinary vision to the group.

⁵ In 2006, high school students left their impact on the country with their massive demonstrations in demand of improvements in education. In reference to school uniforms, the participants of the demonstrations were known as "the penguins." However, the movement lost its momentum and was unable to solidify their demands.

[KEY COMPONENT 2]
A MOBILIZED CIVIL SOCIETY

PUBLIC SUPPORT/
a powerful base



Educación 2020 is not an arena for deep thought, nor is it a *think tank*. It is a public movement, and it generates strength for its cause from the same people who helped to found it. It is not a product of a group of experts or intellectuals, but rather the uproar of thousands of citizens who share a common goal.

The thousands of followers who signed on after the first call for change wanted more from the movement. In various cities throughout the country, these participants organized themselves to take action to improve education.

At the beginning, they sought out new members. They distributed the first manifesto so that more Chileans would become aware that the educational system was not only failing, but it was also discriminatory. This causes society to not be very democratic as a result of individual frustration and a lack of social cohesion.

Chile is the nation with the 2^o highest level of educational segregation in the world.

Wealthy children study with other wealthy children, middle class children with other middle class children, and poor children with other poor children.

This ranking of countries was carried out by PISA's Educational Segregation study in 2009. Duncan Index.

After this foundational period, it was of the utmost importance to build loyalty among the thousands of followers. Various experiments were undertaken to find the best way to maintain interest among supporters. Finally, a permanent discourse was established, with clear messages and with the possibility to interact with the foundation's professionals and other supporters. This helped to create strong bonds, establish a sense of belonging, and make supporters feel they were part of a larger group.

Belonging to Educación 2020 means being part of a network of active, committed, and most importantly, connected citizens. Through email and its website, www.educacion2020.cl, daily communication takes place between the work team and the thousands of followers of the movement. Every idea and action is shared; visions are exchanged; local groups organize their own activities; further steps for the movement are articulated; specific questions are addressed; massive operations both on the ground and online are encouraged; alerts are raised in light of projects or opinions that seem to not be in favor of the cause; and emails are sent to members of Parliament before important elections.

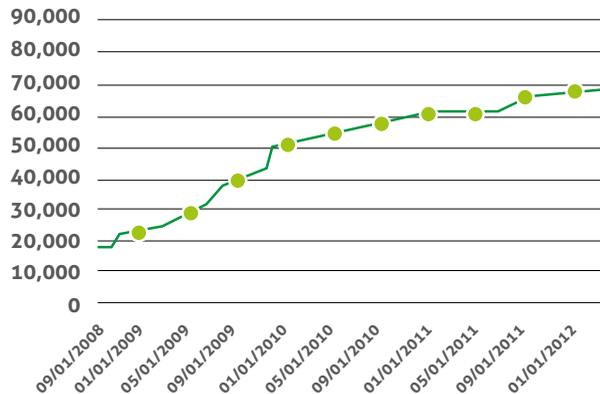
Educación 2020 is not comprised of volunteers who are simply assigned tasks to carry out. Instead, the movement is made up of an army of autonomous activists who are driven by their own initiative. They are motivated by the interactions they have with other members online, and are not given instructions from their superiors. They are simply moved into action by their conviction.

In just four years, Educación 2020 has grown to include more than 80,000 formal members. Additionally, there are thousands of followers who participate in the movement through Facebook, Twitter, or other social networks. Over the last three years, only 150 people have chosen to withdraw their affiliation.

The movement has the capacity to organize at several levels and to reach very remote people and places. For example, most rural schools have access to at least one computer. In many of these schools, the teachers are familiar with Educación 2020's documents, and have reflected upon and discussed them with each other.

During the devastating earthquake of February 27th, 2010, Educación 2020 lost their offices, but not their organization nor their support base. After several hours, the movement requested the aid of the Ministry of Education in compiling an inventory of the conditions of the schools throughout the nation.

Followers 2008 - 2012



With this foundation and with the support of thousands of active citizens, those in power cannot ignore Educación 2020's voice.

[KEY COMPONENT 3]

KNOWLEDGE OF PERSUASION

**UNDERSTANDING HOW
TO TAME THE LION**



As the saying goes, they had awoken the lion, and the next challenge was to tame it and point it in the right direction. Once the existence of Educación 2020 was established, the next task was to convert itself into a lasting and efficient civic movement that was capable of improving education.

Knowing that it is not enough to take the movement to the streets, that the goal of improving education would not be achieved solely through a public outcry, the foundation rapidly recognized the need to make headway by undertaking concrete projects. However, as Educación 2020 became more involved with the topic, the situation started to seem more serious and the commitment they had taken on seemed more complex.

The lion roared amidst an ideological battle in which it was very easy to become paralyzed. Everyone had a different scapegoat: the economic model, the teachers, the State, or the current market. Education fell outside the realm of national priorities. And the worst part: whatever the path toward the chosen solution, the results would be long-term, while the political and financial costs had to be paid immediately. The outlook was not good.

During the summer of 2009, the team locked themselves away to study, to imagine the future, and to draw up its first Road Map. These were exhausting workdays, but rich

with learning. Without the experts, who only advised from the directorate, the process was enriching and mind-opening. The group was immersed in the reality of the situation exactly as it was. They had no pre-conceived notions. They did not latch on to any particular educational theories, nor were they daunted by tangential ideas or worried about the anger they could cause. They only had to comply with one fixed core element: provide undeniable facts and feasible proposals.

The Road Map for 2009-2020 was officially handed over to President Michelle Bachelet in April of 2009.

In this Road Map, it was suggested that the decade from 2010-2020 should be known as the *“decade for education.”* Additionally, the project laid out the design for the *“first national project that all Chileans, independent of our political inclinations, activities, and socioeconomic conditions would carry out prior to beginning our third century as a nation.”*

The document included an immediate agenda for 2009-2010, which established 17 initiatives. Among these were: a new teaching program, an increased subsidy for the most vulnerable schools, an obligatory national, standardized exam for teachers, scholarships for talented high school students who would like to become teachers, and greater incentives for school principals.

Since that first Road Map, which provided direction for the movement in its first four years, many other documents have been created by the professionals who have joined the Educación 2020 team. A small, interdisciplinary group makes up the Educational Policy Area. This group works specifically on the creation of new public policies for education, comes up with suggestions for the already existing policies, and defines positions in light of all relevant educational topics. Their methodology includes a lot of studying and discourse. Each document comes from the reflections of various groups, both from within the team as well as from national and international experts, and from practical experience that the field workers (student leaders, the teachers union, mayors, executives, and school teachers, among others) contribute to the debate. In an effort to build knowledge and affirm their independence, they turn to direct sources of information whenever it is necessary, regardless of their position or ideology.

The seriousness and autonomy of their plans rapidly converted Educación 2020 into a distinguished protagonist within the national debate over education. However, it has not always been smooth sailing. Chile is not used to independent groups, and the initial stage was marked by offensive attacks and being discounted, both by the political realm, regardless of the ideological distinction, as well as by experts in the field of education. As the autonomy of the movement became even more evident, more suspicions and resentment surfaced. However, currently, spokespeople are not just requested by the media, but also by Parliament and the Ministry of Education. Several projects were modified and approval was received after hearing their opinions.

[KEY COMPONENT 4]
TRANSFORMING REALITY

YES WE CAN/
Demonstrating change



It is one thing to understand studies and theories, and another thing to understand what is actually happening in reality. Every time the members from Educación 2020 visited schools with at-risk children (the poorest in our society), they would discover even bleaker scenes than they had imagined. They would find an entire school community made up of students, teachers, and parents, who were all stuck in desperation. The facilities were dirty and dilapidated, parents were resigned to the conditions, administrators and teachers were frustrated, and perhaps most disheartening, administrators and teachers were convinced that their efforts were useless.

Educación 2020 seemed like a ray of hope and some municipalities began to ask for assistance. At the same time, the team also asked themselves if it could really be possible to change what seemed like an already sealed fate of some of the boys and girls. This is how the Center for Educational Leadership was founded –CLE 2020—as a new strategic concept committed to demonstrating that this shameful situation was not irreversible, and that it could be changed. Without a doubt, this would require resources. But, above all, there needed to be desire, commitment, sensitivity, leadership, and full awareness of the objective.

In 2010, the foundation began to work directly in the schools. More than 10,000 children and teens were impacted through the direct and systematic accompaniment of administrators and advocates in the Los Lagos Region, and in a range of districts such as, Melipilla, Quillota, San Joaquín, Lo Prado, and San Antonio.

Maybe one of the most eloquent experiences was that of the Golda Meier School in Lo Prado.⁶ Upon arriving there, Educación 2020 team members discovered an area that resembled a garbage dump more than an educational center. In just two years, this same establishment, teachers, and students transformed themselves into a thriving school, with smiling children who listen to classical music and play football or ping-pong during recess. What happened there? A new principal arrived who was capable of leading this revolution.

⁶ *This and other cases were picked up by Channel 13's nightly news in the section, "Reports," on July 5, 2012.*

This is not a unique case. The work done by Educación 2020 in the Golda Meier School was part of the project, “Leader Principals in Vulnerable Schools,” which CLE 2020 undertook due to an agreement with Andina Bottling. In each case, it is the educational community itself that determines their strengths and weaknesses for the purpose of creating adequate strategies to improve education for their students.

Among the Center for Educational Leadership’s (CLE) achievements during its first few years of existence were: the creation of a strategic plan for education in the Los Lagos Region, efficient budgetary execution in several municipalities, radical changes in facility hygiene, the development of a sense of belonging among the parents, and maybe most importantly, an increase in registration at public schools through the implementation of community strategic plans.

CLE’s focus is always on the classroom. Because of this, they created the Community for Educational Innovation together with the Fundación Telefónica, which brings together 51 educational leaders throughout the country (www.innovacionescolar.cl).

The fieldwork enables them to confirm that change is not just a far-fetched dream. It is possible, even in the most complicated sectors. At the same time, however, this immersion in reality brings with it a substantive contribution to the team’s learning. Educación 2020’s knowledge about fighting for a quality education free of discrimination comes both from theoretical knowledge as well as from practical experience in specific schools with concrete problems and challenges. The foundation’s professionals feel at ease standing up to an expert or authority to clarify errors, myths, or allegations that are far from what actually goes on in the schools.

[KEY COMPONENT 5]

**PERSUASION, TENACITY,
MAXIMUM COMMITMENT**

**INFLUENCING IN
DECISION-MAKING**



Neither knowledge nor civic strength are sufficient on their own if those who hold power are not persuaded to change the rules of the game. Educación 2020 understood this from their very first initiative, when they handed over their original manifesto to President Bachelet, to Parliament, to the Minister of Education, to the teachers union, and to all citizens.

Since 2008, when the Minister of Education at the time asked the movement to keep making noise about education in order to continue making progress, all succeeding ministers have also become spokespeople for Educación 2020. There has not always been unilateral agreement. However, everyone listens to each other's proposals, and on more than one occasion, collaboration was requested.

Decision-making at the macro-level is a complicated subject that involves numerous ranks and interests. This is why it is imperative to act on even the smallest link of the chain in order to efficiently influence decision-making. Educación 2020 acts with the same precision and persistence with all of its advocates, whether it is the President of the Republic, a representative of Parliament, a teacher representative, an expert, or a student leader. They must all be persuaded, or at least a large majority, so that this movement does not lose its momentum.



Little by little, the movement was successful in establishing relationships of respect and trust with practically every sector with ties to education. There were certainly tense moments and mutual distrust among some of the main players. But, the challenge was directly in the ability to break down barriers, to listen, and to be heard. The methodology involved includes: coming up with specific proposals that consider all positions, and making drastic suggestions to later discover the common denominator that will permit making gradual but constant progress towards this common goal, which is providing a quality education for everyone.

Even though there is periodic contact with the executive power through the ministerial advisors and the foundation's Educational Policy Area, the primary tasks are carried out in Parliament. It is there where all of the opinions come together and changes are solidified.

Nothing that happens in Congress goes unnoticed. One team member's assignment is to be a permanent observer of everything that is discussed and of all plans that are forged in Congress. An exhaustive monitoring process takes place following all the laws in progress as they go through each stage: in the Senate's Commission for Education, in the Commission for Education of the Chamber of Deputies, in the Treasury Committees when financing is discussed, and most definitely as the representatives vote. At each moment in the process, Educación 2020 provides their vision through notes that are specially drafted and distributed among decision-makers, influential people, and those who are interested in the topic. All of these networks are being constantly fostered and when a new event or interest group appears, new networks are immediately created.

To avoid tripping, hitting the wall, and being left out of the game, it is necessary to understand perfectly what the Power is, with a capital "P." In order to succeed and be capable of exerting influence, it is essential to accept that it is the Executive who is in charge and the Parliament who decides. They both were democratically chosen, and because of this, popular sovereignty rests upon them. All the other actors, no matter how strong they are, are regular citizens. Given this, it is understood that it is fundamental to recognize the authority of those who were elected, and accept that the role in the face of power is to collaborate but never to inter-

fer. This was a lesson learned over time after many errors and losses.

In just four years, Educación 2020 has met with all of the parliamentary benches,

and has succeeded in presenting their positions before the legislators every time an important matter is discussed.

Educación 2020 succeeded in turning itself into a foundation that is respected for its technical quality and its independence, capable of conversing and making itself understood among all the political sectors, regardless of any ideological differences. It is a broad movement that seeks to act with anyone who wants to listen to and take on its ideas. Because of this, beyond including itself in the notes, the observations and suggestions regarding each initiative in discussion are explained in a personalized way, reaffirming positions and tenaciously trying to win over even the most reluctant.

The work is arduous and never-ending. Because of this and in order to achieve the goal, it is necessary to be fully committed. When two goals are reached, a third goal is added. And if the third is achieved, there is a demand for the fourth. This requires thinking on a large scale and always focusing on the goal on the horizon to keep making progress. But, this must always be accompanied by realism, with the necessary flexibility in order to move forward consistently, and avoiding becoming paralyzed at all costs.

[KEY COMPONENT 6]
IRREFUTABLE ECONOMIC
INDEPENDENCE

RESOURCES/
scarcity and dangerous
relationships



As with the majority of NGOs, Educación 2020's greatest challenge is financial. Employing a high quality, professional staff and undertaking actions requires the need for sufficient funds.

Among the thousands of Chileans who were moved by the denunciation that gave life to the original movement, there were several business people who contributed the first donations – in money and in labor – so that the foundation could begin to take off. One of these donors went the distance for this initiative, and in an unusual philanthropic act for Chile, donated seed money to cover basic operational expenses for the first year, without asking for anything in return.

Since then, the foundation has been on a roller coaster of hopes, frustrations, and tranquility, depending on the current status of support from different financial sources (donors of all kinds, grants from businesses, consultancy fees, international funds). Nevertheless, the foundation ensures that no contribution, no matter how large or small, could put Educación 2020's independence into jeopardy or distract the foundation from its ultimate goal.



Maintaining economic autonomy means relying on a wide variety of financial sources. At the beginning, almost all of the group's resources came from a single patron. By 2012, however, citizen donations accounted for 45% of the group's income, coming from **over 500 partners**, and some of them were particularly generous.

To achieve this diversification of financial sources, Educación 2020 turned to its followers in search of funding for some specific operations. For example, a statement was printed in the newspaper La Tercera in the middle of the debate over the 2012 national budget entitled, “Let’s Save Public Education.” This statement encouraged the forging of an agreement among all political sectors. Following this publication, several months later a campaign was carried out under the banner, “From Fan to Member,” urging followers to commit to making a periodic donation. Despite the limited philanthropic tradition, several hundreds of individuals demonstrated they understood that civic movements need economic support in order to operate without establishing risky relationships that could create conflicts of interest.

From this perspective, it is clear that another essential factor for maintaining Educación 2020’s prestige is transparency. Each year, the annual financial report is published on the foundation’s website, along with a list of all the institutions that collaborated.

Currently, resources are composed of the following:

45%
Donations

20%
CLE Consultancy Fees

10%
Grants from NGOs

20%
Grants from businesses

5%
Income from lectures given by E2020 members

The challenge in the upcoming years will be to continue increasing the percentage of consultancy fees brought in by CLE, so that the foundation might achieve financial self-sufficiency and not have to rely on the good will of any donor. Hopefully, this can be achieved without having to postpone any action due to a lack of resources.

[KEY COMPONENT 7]

**HIGH QUALITY, CONTINUOUS,
INTERACTIVE COMMUNICATION**

**PROFESSIONAL
COMMUNICATION**

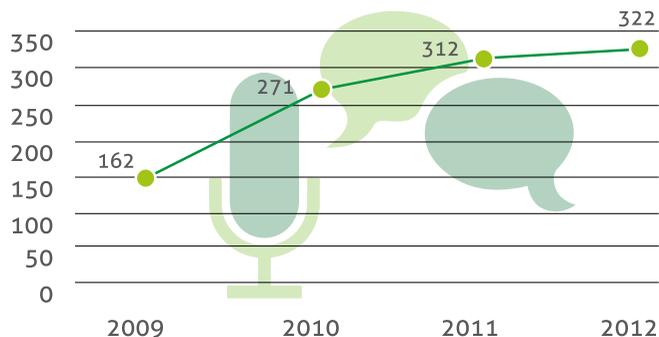


In the 21st century, communication is a fundamental issue for any institution. It is not enough to just have good ideas and to engage in good actions. It is essential to know how to effectively communicate these ideas.

Understanding this, Educación 2020 rapidly created a Communications Department and converted their web site (www.educacion2020.cl) into the front lines for accomplishing this task, coordinating from here both internal and external communications. Educación 2020's website is specialized in educational policy. Current news is continually updated, and the site receives more than 20,500 monthly visits. When a specific communications campaign is done, such as gathering donations or bringing awareness about the latest topic, visits tend to increase to more than 8,000 per day. Additionally, the proposals and notes of the foundation are particularly requested. Up to the current date, there have been about 450,000 downloads.

The website is so important to this organization that over the last four years, it has been completely updated three different times. There is the belief that this means of communication should develop alongside the organization itself. As such, as the movement grows and incorporates new networks and covers different topics, the website must be adjusted to reflect this ever-changing reality.

Presence in the Media



The website is not just a platform for providing public information. It is also an attractive source of information for the traditional media that tend to visit it in search of information and specific points of view.

Educación 2020 is continuously becoming a more regular and notable presence in Chile.

In regards to this graph, it is worth pointing out that even in 2012 when student mobilization was lower than in the previous year, the foundation's presence in the media continued to grow. Looking beyond the quantitative data on press coverage, there was also a qualitative change in this same time period. During the first two years, public appearances were mainly seen in written media. However, this gradually changed due to a sustained increase in television appearances and, above all, radio interviews. Additionally, the flow of information using digital media continued to grow.

Through strictly professional management, the Foundation uses all of the technological tools within its reach to maintain ongoing contact with its supporters and stakeholders who act upon, influence, or are interested in the educational field.

Via email, supporters receive periodic newsletters, a daily summary of educational news, and opinion surveys when current events or initiatives call for it. Additionally, the most involved members are sent special notices about activities.

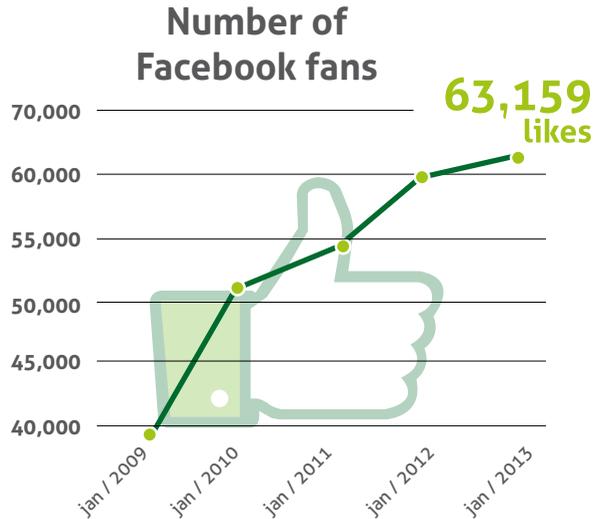
Commitment to the movement is reflected significantly in the rate at which recipients open the newsletters that are

sent to them via email. On average, 23% of followers and 50% of members open the files. These percentages are much higher than the average rate that international NGOs reach. According to the "2012 e-Nonprofit Benchmark Study,"⁷ that researched statistics at 40 institutions, the average rate for opening emails was 13%.

Achieving these results is a complex matter in which many factors play a role. In order to successfully communicate across all levels, Educación 2020 takes special care to create attractive messages that always meet certain basic criteria: clarity, precision, being current, and proximity. The information should be true and accurate, but this does not impede it from using attractive design methods, since experience shows that audiences prefer graphic and playful materials.

⁷ *An annual study conducted by "M+R:Strategic Services" and "Nonprofit Technology Network," it is one of the most recognized research projects in this field.*

Since its creation, the Foundation made the strategic decision to intensely utilize social networks, even before they were as widely used as they are now. Its establishment in the virtual world through its dynamic and continuous presence was not an accident. This is demonstrated by its growth of Facebook followers.



As seen in the graph, after the initial jump, there was a considerable increase in the number of followers in 2011. This coincided with the outbreak of massive student demonstrations, which highlighted the need for profound educational

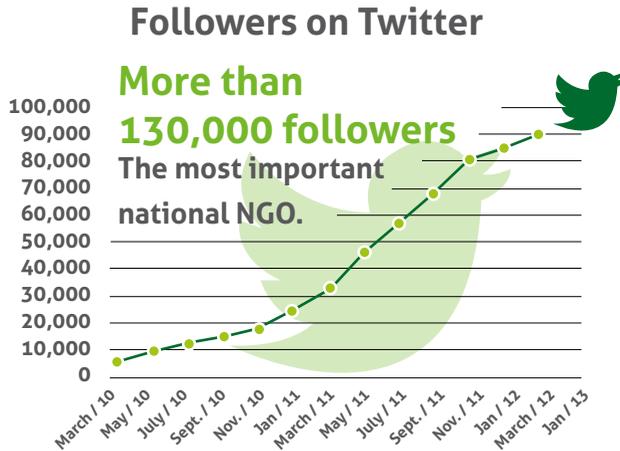
reform as the most important national debate. It is impossible to know how much influence Educación 2020 had on this phenomenon, but surely its intervention supported the movement.

Circulation of complaints, opinions, and proposals through social media is not uncommon. This can be seen in the everyday interactions that occur on Facebook. It is one thing to sign up for a social network and it is another thing entirely to actively participate. Looking further than the growth that this curve demonstrates, it is necessary to highlight the level of interaction of the followers who comment on and share the materials that are published daily. In November 2010, the number of active Facebook users was 17,000 per month. Currently, there are more than 30,000 fans, which means that more than half of the Facebook fans are active followers.

Facebook is a network that not only permits people to converse with almost no restrictions whatsoever, but it is also set up for the use of audiovisual resources.

Educación 2020 used these tools during the massive student demonstrations in 2011, publishing photo and video galleries that were sent to them by people in the street.

The other network that has been of utmost importance is Twitter. While perhaps the 140-character limit may seem too restrictive for sound communication, the truth is that in just a couple of years, Twitter grew explosively as a means of sharing and exchanging information and opinions. This can be seen just by taking a look at the number of Educación 2020 followers.



On Twitter, the 2011 demonstrations proved to be an even more important milestone than on Facebook. The number of followers continue to increase and have already surpassed the number of followers on the website.

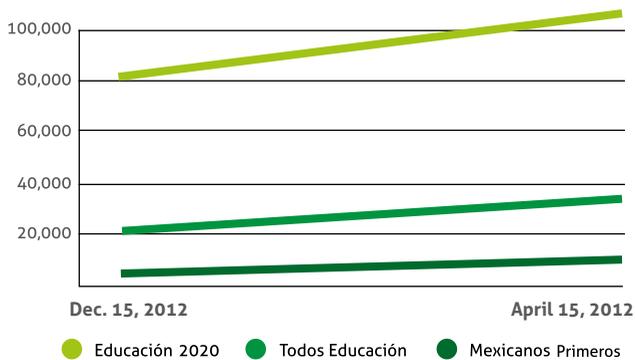
This is a hugely agile, quick, and interactive network. The network enables participation from those who support the movement such as journalists, politicians, and citizens interested in the topic, and it even sees participation from opponents to the foundation's ideas. It is perhaps on this network where the most intense opinions in disagreement can be found, and therefore, the most enriching discourse.

The effect Twitter has had on this foundation would be desirable for any institution. According to the system that measures the impacts of social media, Klout.com, Educación 2020 is among those named "Thought Leader,"⁸ receiving more than 70 points, along with important Chilean digital media.

Additionally, the following graph compares Educación 2020's performance on Twitter as compared to similar movements in Brazil and Mexico.⁹

⁸ Klout is a company that was founded in 2008 in San Francisco. It is highly respected for measuring the impacts of social networks. Their results range between 1 and 100, and they use diverse variables like how widely a message is spread and if it reaches users who are not direct followers of the person who posted it.

⁹ While the Chilean population numbers 16,500,000, the Brazilian population is more than 190 million people, and Mexico's population is more than 110 million.



Without a doubt, Twitter is currently the most powerful and widely used social network. But, this does not mean that the other forms of media, either digital or traditional, should be looked down upon. The Foundation’s communicative efficiency lies in its simultaneous use of different media platforms in order to maximize the diffusion of its messages. They carried out what was termed “360° communication.” Through this effort, they created specific content for each platform, taking full advantage of each platform’s unique characteristics, while at the same time recognizing they were dealing with different publics. For example, during the discussion of the 2012 Budget Law, they kept people informed through a series of informational materials. These were attractively presented and understandable, and were distributed through Facebook and Twitter, receiving more than 230,000 hits.

Another example is the debate in 2011 of the law on quality and equality. According to Educación 2020, the project drawn up by the Executive branch earmarked a severely insufficient amount of resources for the municipalities, and this would accelerate the deterioration of public education. Through an intense media campaign, in which each step of the legislative process was documented and passed along through a convergence of different media outlets, the foundation succeeded in mobilizing public opinion and in modifying the project. The result was the incorporation of Educación 2020’s observations in the new proposed law.

Twitter currently facilitates real-time discussions between legislators and citizens, even during parliamentary sessions. More than a few senators and representatives have commented on Educación 2020’s presentations, and some team members have presented in legislative committees.

As what tends to happen with new technologies, social networks are currently the diva of communications. However, virtual communication alone is not enough. An adequate combination of personal communication, direct and personalized information sharing, traditional means of communication, and competent management of digital media is essential.

[KEY COMPONENT 8]

A PASSIONATE, COMMITTED,
AND CONCERNED TEAM

LEADERSHIP
AND CREATIVITY



The above would not have been possible without one key component that is at the heart of the movement: the work team.

All of the members of the Educación 2020 team were attracted to the foundation by the importance of its mission. All are willing to put their skills to use for quality education, regardless of the long workdays or the salaries that were sometimes much lower than the market rate. The majority of the team began working as volunteers or interns, but were then drawn in because of the passion they have for being involved in a cause of such enormous social importance.



Pluralism and diversity in all aspects are present starting with the Foundation's Directorate to the youngest group of professionals. The team comes from different disciplines and universities, has diverse life stories, and confronts reality with different frames of mind.

This is a group that represents a wide range of ages. Although the majority supports the foundational spirit, the driving energy, and the idealism of the youth, the older members in the minority contribute temperance and the realism of a historical wisdom. Of course, this is not always the case. Realism is not exclusively shared by those with greyer hair, nor is enthusiasm unique to the younger members.

Each operative area is autonomous, which fosters a large amount of creativity. If something has not yet been done, it is because it has not yet occurred to anyone to do it. There are never any cases of censoring. The work methodology is based on the members' technical capacity, but above all, in the comparisons of different points of view. Even though everyone is a specialist in some field, the tasks are reviewed and complemented by the support of all the other team members. This is a practice that ensures that diverse perspectives, flexibility, and group participation are fundamental values of the organization. Absolute truths are thrown out and the established custom is the collaboration of everyone on everything, as required.

Every team requires leadership and Educación 2020 has had a group of natural leaders since the first day, whose energy facilitates productivity in the face of each new challenge.



From its first days in August 2008, there has been a lot of activity. This group of first-class professionals works untiringly on proposals, documents, and discussions, all between laughter that is heard from the moment one enters the office. Not even during the difficult moments such as severe economic hardships or imposing obstacles blocking the path toward the goal is the laughter silenced.

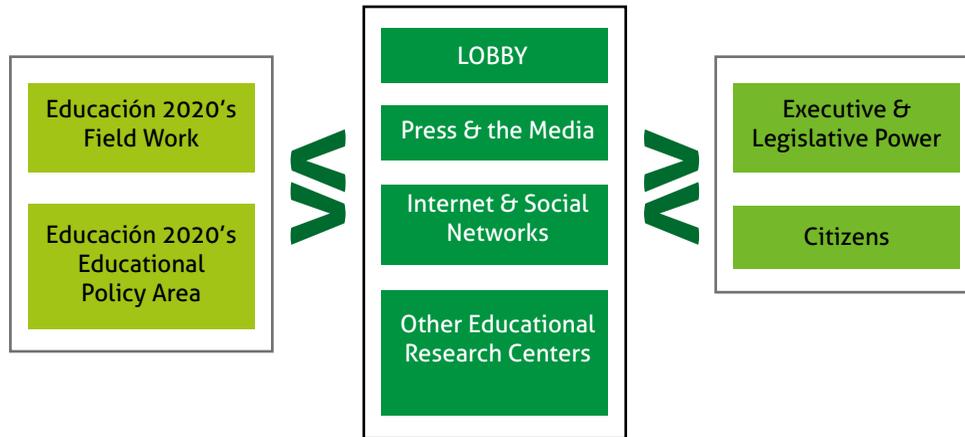
The passion that is felt for the work done here is larger than any problem. Happiness, concern, and a sense of cooperation are vital to being a part of the professional team at Educación 2020.

[KEY COMPONENT 9]
SYSTEMATIC FOCUS

MEASURING SUCCESS



A systematic focus



It is precisely the complementary nature of the different work groups that has led to the success of the foundation. In light of each new challenge, they coordinate a globally focused operation that makes use of all the tools within their reach. They simultaneously touch on each of the variables that could be acted upon, without leaving anything to chance.

In this systematic focus, ideas originate from two fundamental sources: the Center for Educational Leadership's (CLE's) fieldwork and the Educational Policy Area. These primary sources of information are then used to create the materials needed to address current issues. These are, communicated directly or indirectly through different platforms and methods to every actor involved in the issue in question. This is the best formula for assuring that the targeted groups who are able to make these changes are impacted: citizens and the executive and legislative powers.

[KEY COMPONENT 10]
SEEING THE RESULTS

FINAL ASSESSMENT



This working method was built throughout these first four years of work. Mistakes were made and lessons learned from them. But the fruits of this labor are, without doubt, a cause for pride. Some examples include:

- *Educación 2020 proposed making scholarships available to students studying education. Today this is a reality.*
- *Educación 2020 suggested an increase in the Preferential Educational Subsidy. It is already in place.*
- *Educación 2020 succeeded in improving the competition, pay, and responsibilities for school administrators.*
- *Educación 2020 had special laws passed that increase the money allocated to public education by USD \$150 million.*
- *Educación 2020 made it known that a preschool education is important, and that the preschool budget should be increased.*

The first Road Map that guided the movement during this first period has become obsolete due to changes the Chilean society has undergone. Educación 2020 prepared a second Road Map to be distributed and promoted starting in 2013.

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