



# EDUCACIÓN2020

THE IMPACTS OF A CITIZEN'S MOVEMENT

Educación  
2020



## CONTENTS

The Movement .....	3
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### IMPACTS

1. Educational Transformation .....	4
2. Innovation .....	4
3. Inclusion and Diversity .....	5
4. Quality of Learning .....	5
5. Scalability .....	5
6. Partnership and Participation .....	6
7. Monitoring and Evaluation .....	6
8. Dissemination .....	6

## EDUCACIÓN2020

Educación 2020 is a Citizen's Movement created in September 2008 to promote better public policies and bring about change in Chilean education. More than 100,000 children per year finish high school without adequate reading or mathematical skills, and social school segregation is the 2nd worst in the world (Duncan Index, PISA 2009). Our objective is to develop an education system based on quality and equal opportunities, for every child. To achieve this we have developed proposals, mobilised and empowered the citizens, worked directly with schools, set up a dialogue with national authorities and created pressure in order to produce significant changes. As far as we know, there is no other citizen movement in the world with so many accomplishments during its first two years, becoming a well known organization, an authorized source for the press and parliament, a space for dialogue between the people and decision makers, as well as a source of reference on topics relating to education.

An example of this impact was the inclusion of new selection mechanisms for school principals with strong leadership skills, which is one of our movement most important proposals, in the 2011 Law for Quality and Equity in Education. We also influenced the financial restructuring of the proposal, and played an active role in the 2011 Budget Law, whereby important additional resources were provided for preschool and technical schools. This is a Foundation with a Board of Directors, a staff of professionals from various backgrounds (journalists, engineers, economists, lawyers, teachers and sociologists, among others), volunteers who donate hours of their time and more than 75,000 formal supporters.

The beneficiaries are the students and teachers in the Chilean public education system. We firmly believe that the only route to social inclusion and integration in our country is to provide a quality education system which presents equal opportunities and where the social background of each student becomes less relevant.

The main stakeholders are the political powers, national and local governments, parliament, the press, teachers, students, parents and guardians, people with political and social authority, supporters and followers of the movement, as well as the general population.

Our movement strengthens democracy and generates a new mechanism for citizen participation.

# IMPACTS

## 1. Educational Transformation

Educación 2020 was born from a newspaper column about the state of the education in Chile, published in a national magazine. Following a huge reaction across the country, tens of thousands of Chileans began to show support for the article's proposals after just a few days and in various regions of the country. Our specific proposals for the period 2009-2020, included an Immediate Agenda 2009-2010 with 17 reforms, of which 12 have been achieved and others are under discussion. Our most important ones are related to educational legislation. Besides, during 2010 we have begun providing technical assistance to 12 of the 345 school districts, through which we shall be having impact on 100.000 children, essentially through better school district management, better selection of school principals, assorted management and pedagogic methodologies, and stakeholder involvement.

## 2. Innovation

Our main innovation has been the strategy to achieve high support and influence through a convergence of various channels simultaneously. We have gathered more than 75,000 formal supporters on our website, secured weekly presence in Congress, appear on a daily basis in the mass media and have a strong presence on social networks, attracting more than 50,000 fans on Facebook and 30,000 followers on Twitter, the majority of which participate actively. This made us the most influential NGO in the country, with one of the highest Twitter performance indicators in the world. Citizens are surveyed and informed on a constant basis.

Through these channels we have managed - in a very short time span - to become a recognized source of reference on topics related to education, generating a citizens' demand for political and legislative change.

This methodology has allowed us to become well-positioned and has created new mechanisms for citizen integration and participation.

## 3. Inclusion and Diversity

One of Educación 2020's main objectives is to achieve equality in education. Without this principle, it is impossible to think of becoming a developed country and, therefore, a country which provides its citizens with equal opportunities. The proposals set out by Educación 2020 are aimed directly at improving education in Chile at the preschool, basic and high school, as well as teacher and principals selection and training. Amongst these proposals there is an increase in funding for the education of under-privileged children, the creation of a career in teaching which encourages and ensures that the teachers are one of the highest quality professions, with special bonuses for the best to work in socially vulnerable schools, develop parental participation in the educational process and count on principals with strong leadership skills in charge of schools, especially in the most vulnerable ones.

#### 4. Quality of Learning

Quality can be considered as the effectiveness of an education system to attend all its students on a wide scale and regardless of socio-economic status, in schools which meet certain management criteria, and demonstrate their expected learning achievements. The extent to which this project has improved the quality of learning in the Chilean education system can be witnessed by the fact that several of its proposals have been incorporated into legal initiatives which have already been approved by Congress and are currently under development. For example: the plan for the formation of school principals, complemented by contest and leadership programs, special funding for the improvement of school district management (US\$ 226 million), 20% increase in the subsidy which schools receive according to their percentage of vulnerable students (a further US\$ 24 million per year) and further US\$ 9 million for pre-school and technical schools.

#### 5. Scalability

Through the very essence of our actions in the legislation and budgeting for education, we have impact on the complete school population and surrounding communities in the country. This is the highest possible level of scalability. Our pilot actions on 12 school districts are scalable to the rest of the 345 school districts in the country. It should be highlighted that our project's main objectives for transforming education are equally valid in the majority of Latin American countries, meaning that the conditions for generating alliances and exchanges are already beginning, in particular by working with other sister organizations such as those in Brazil (TodosPelaEducacao), Mexico (Mexicanos Primero) and Argentina (Educar 2050). We expect to expand our technical assistance to Central America in the near future.

#### 6. Partnership and Participation

Some of Educación 2020's main proposals are embodied in our action projects, developed in 12 school districts throughout Chile. Through these, we have managed to associate with district managers, schools and students. We cooperate closely with our stakeholders such as regional authorities, municipalities, academic centers, which help us to put in practice the guidelines which shape our thinking, making an impact on the education of our beneficiaries. An example of how we have associated with other organizations can be seen in our first School Innovation Fair, held in conjunction with the Chilean Association of Municipalities. This featured the participation of more than 300 teachers and school principals from across Chile, who were able to discover innovative projects submitted by 28 schools selected from a total of 122 applicants.

## 7. Monitoring and Evaluation

Educación 2020 has developed the “2020 INDICATORS”, which monitor progress in education from various perspectives. Each year, an update of these indicators is released in order to measure the progress made by the country with regard to each of our organization’s proposals. These indicators allow us to measure our advances with respect to the goals set out at the beginning, becoming an effective measurement for the institution and accountability for the Chilean education sector. They include information on the performance of educators, principals and the progress status of public policies, in an effort to take a more integral look when it comes to measuring the success of a public educational policy. Another procedure is the follow up and publication of government promises in education. The last one was published on May 19th, available at [www.educacion2020.cl](http://www.educacion2020.cl)

At a micro level we prepare the base line of quality and performance indicators for the school districts whith which we work.

## 8. Dissemination

1. Our technical activities with 12 school districts, are designed from the beginning with the purpose of collection and dissemination of best practices to other school districts. This will end up in the preparation and dissemination of manuals, audiovisuals and a help desk to extend to other school districts.
2. We also participate in academic training programs for school principals, through which best practices are shared and disseminated.
3. We have a Facebook site named “Sala de profesores” (Teachers Room) where there is frequent engagement of 2,000 teachers and school principals.
4. We continuously participate - approximately once weekly - in conferences, events and seminars across the country, for local authorities, teachers, and our own adherents.