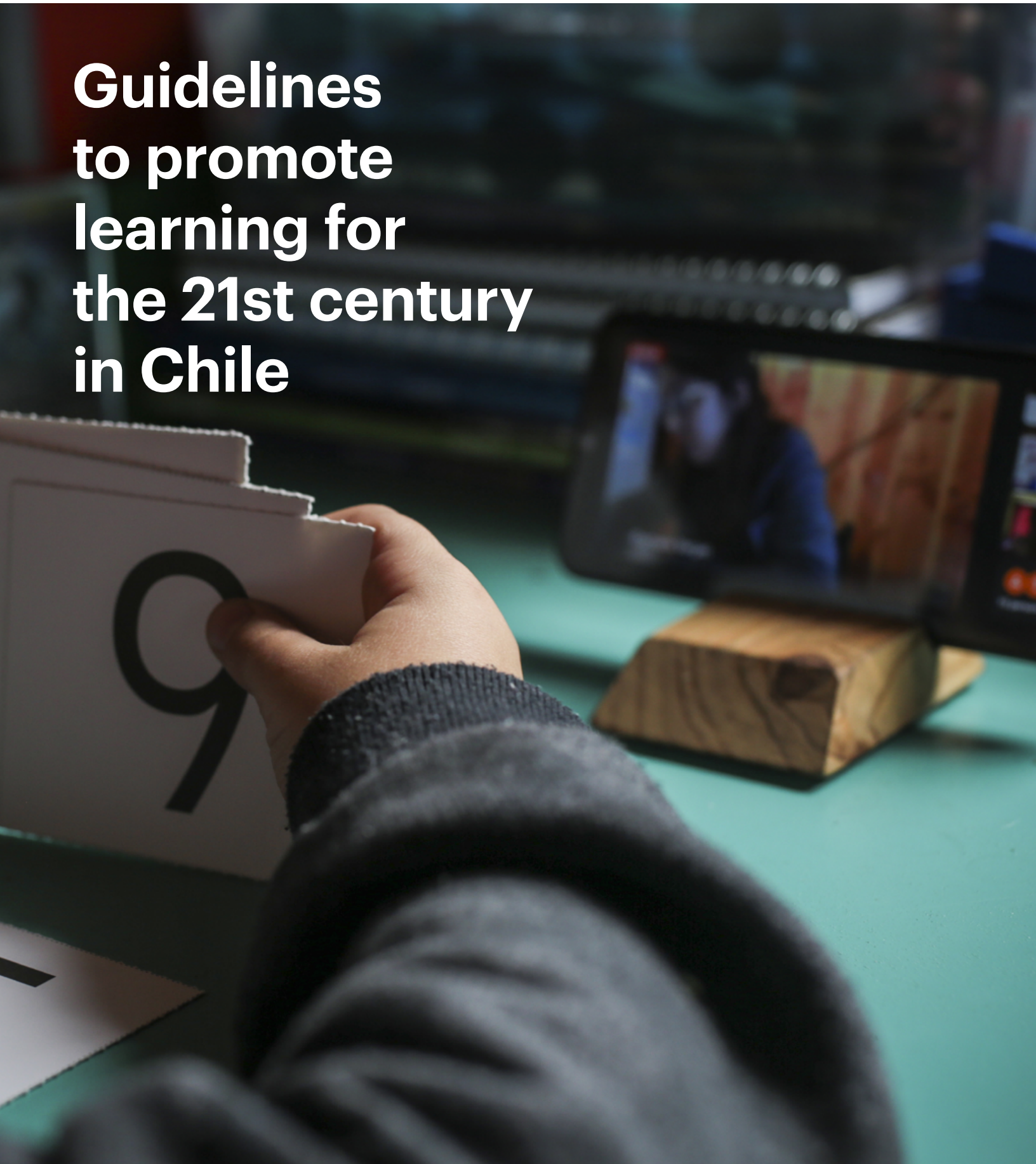
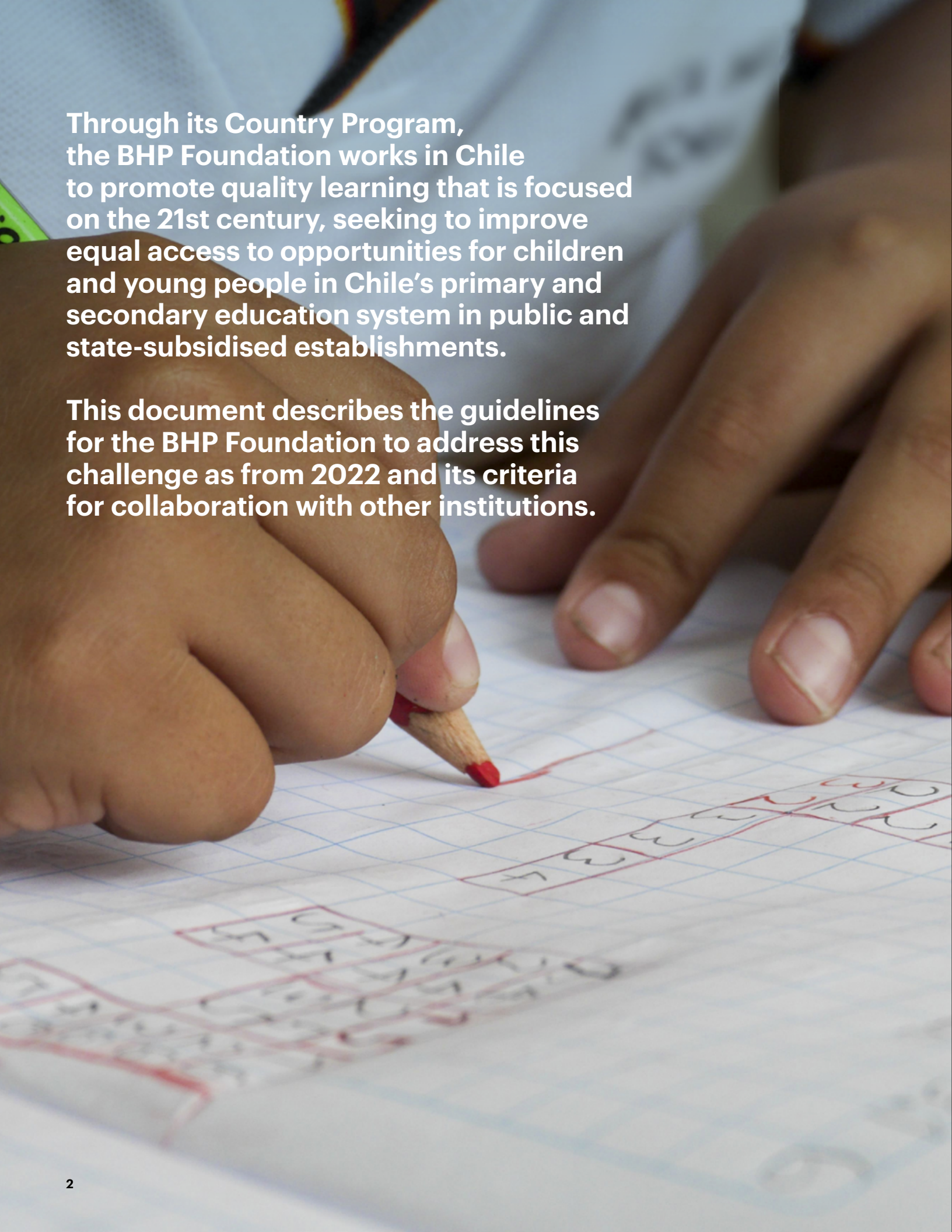


# Guidelines to promote learning for the 21st century in Chile







Through its Country Program, the BHP Foundation works in Chile to promote quality learning that is focused on the 21st century, seeking to improve equal access to opportunities for children and young people in Chile's primary and secondary education system in public and state-subsidised establishments.

This document describes the guidelines for the BHP Foundation to address this challenge as from 2022 and its criteria for collaboration with other institutions.

## How these guidelines were drawn up

The objective of the BHP Foundation's education program in Chile is to contribute to improving the quality of teaching, through partnerships with initiatives that promote learning for the 21st century, in which critical thinking, digital skills and socio-emotional tools are developed, all with a gender perspective.

The BHP Foundation also hopes to collaborate with public policy making in Chile, thus contributing to the country's progress in meeting the United Nations Sustainable Development Goals (SDGs). The idea is to initially focus on two: SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", and SDG 5, which seeks to "achieve gender equality and empower all women and girls".

During the second half of 2021, leaders of civil society institutions that work in the field of education in Chile, academics and public sector representatives worked together with the Adolfo Ibáñez University's Centre for Philanthropy and Social Investments (CEFIS) in the creation of a Theory of Change that defines a roadmap to achieve these objectives. This process comprised three stages:

### Stage 1

- Together with the BHP Foundation team, CEFIS conducted an analysis of available data on the country's education results, considering national and international standard tests (SIMCE TIC 2012, SIMCE 2018, SIMCE 2019, PISA 2018, ICILS 2018) and studies undertaken by the Ministry of Education and other organisations (the governmental Education Quality Agency, the Ministry of Women's Gender Equity Unit and Educación 2020, a foundation, among others).
- These findings were complemented by in depth interviews with different education experts from both government and civil society organisations.


### Stage 2

- Two co-creation workshops were held in which 16 education-related institutions participated. In the first workshop, held in September 2021, a co-construction process was carried out under the problem tree and the solution tree methodology, with the objective of identifying the priority areas for education in Chile and understanding the challenges and learning opportunities for the 21st century. In the second workshop, a first version of the roadmap was presented, which we call the Theory of Change, and feedback on the Theory of Change was collected.


### Stage 3

- The aforementioned collaborative work led to the identification of the characteristics of the initiatives or projects that are described below, in which the Foundation's strategy coincides with the priority focus areas and the characteristics of the different projects or partners. Their focus must be on disadvantaged socio-economic sectors and establishments located in territorially marginalised areas.


# Our four focus areas of work




**Strengthen the learning of five basic disciplines for the 21st century: mathematics, reading comprehension, computer science, sustainability and citizenship.**



**Expand the use of technology to enhance learning inside and outside the classroom.**



**Promote teaching innovation aimed at the development of critical thinking, collaboration and interdisciplinarity, and the active use of technologies.**



**Foster socio-emotional skills in teaching, aimed at active learning and encouraging student motivation.**

# The path

## Short term

The strategy is based on supporting initiatives that train teachers and school management teams to strengthen teaching focused on the five disciplines listed above, as well as on social-emotional matters and the positive involvement of families, with a view to increasing students’ motivation, growth mindset and active learning. It seeks to promote the use of technology for learning, taking advantage of how the pandemic has worked as a catalyst to update and give importance to the use of technological tools.

For this purpose, we will coordinate a network of leading educational organisations built on the basis of the existing Digital Education Network, currently comprising six institutions and facilitated by the Foundation under its health emergency response program.

This expanded network will have three objectives:

1. Achieve the exchange of experiences and initiatives to facilitate collaboration and the identification of common objectives.
2. Expand the joint dissemination of evidence to strengthen 21st century learning.
3. Facilitate leading educational organisations’ ties with the Ministry of Education and key public policy players with a view to strengthening learning for the 21st century.

Results will be measured in order to generate evidence that can be shared as an input for public policy making.

## Medium term

In the medium term, we expect to have data and studies that demonstrate the effectiveness of the solutions supported by the BHP Foundation in Chile. We will work to communicate these solutions to show evidence of initiatives that can strengthen and align public policies to the objectives of learning for the 21st century. We aspire for public and state-subsidised schools to implement initiatives in their educational projects that are effective and have a positive impact and also for these variables to be incorporated into the national education system’s assessment tools.

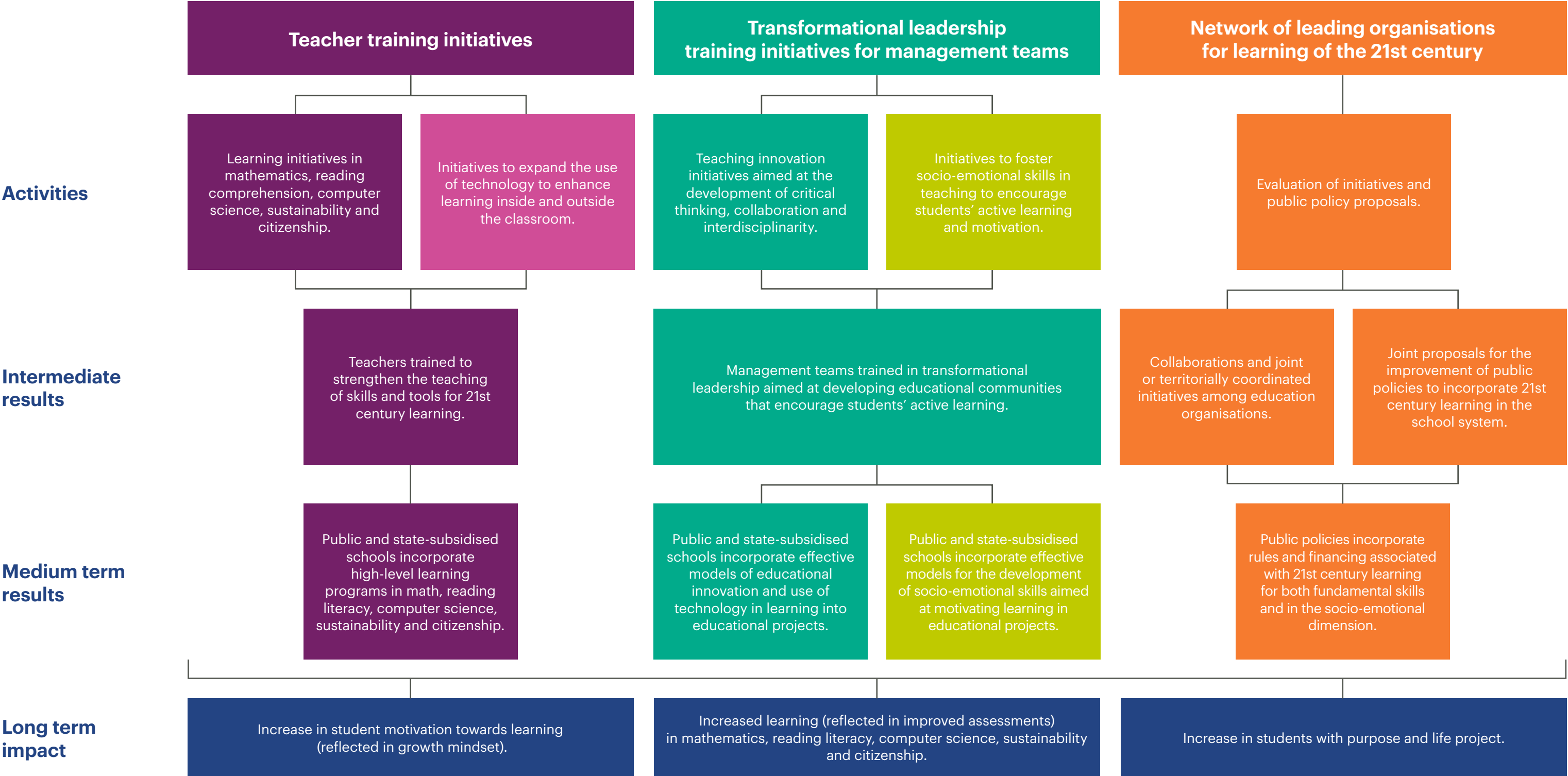
## Long term

Through the development of this strategy, we expect to make a positive impact on the learning of boys and girls in Chile, ensuring that they have greater opportunities to develop their talents. The main objectives are to increase:

- Student motivation towards learning, reflected in a growth mindset.
- Learning in mathematics, reading skills, computer science, sustainability and citizenship that is reflected by improved assessments.
- The number of students with a purpose and life project.



# Theory of change to promote learning for the 21st century in Chile’s public education system



# What we seek

The BHP Foundation works to meet its objectives in partnership with other institutions that must meet certain minimum conditions. It seeks to promote collaboration between civil society organisations, the private sector and the public sector; the development and implementation of initiatives with effective and scalable results; and the transparent dissemination of the results.

The road map that defines the path for the next five years is focused on:

- Transformational and innovative strategies that back “leapfrog” change (rapid learning or in leaps) and with a focus on skills for the 21st century, in other words, the development of critical thinking, problem solving, communication, collaboration, creativity and innovation, as well as IT literacy.
- Projects that promote collaboration, interdisciplinarity and for the supported initiatives to complement each other. In practice, this will imply shared objectives or results indicators.
- Organisations with experience and whose results are backed by evidence.

- Initiatives that are appropriate for specific territorial contexts and are developed in participation with neighbouring communities.
- Projects that have a gender perspective and foster the participation of women and girls.
- Proposals that include a clear roadmap for monitoring and biannual reporting, including an impact evaluation and final report, and which have pilot programs that can be replicated and/or scaled.
- Projects with potential to generate effective evidence that contributes with facts to the promotion of public policies.
- Proposals that have clear sustainable economic strategies, including public and private contributions to their funding model, which allow them to operate beyond the support of the Foundation.

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