

**eCh>**  
enseñachile

First cohort, 2009

792 alumni\*

230 teachers\*\*  
currently in  
classrooms for  
their initial 2-year  
commitment



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# Enseña Chile

## Laying the foundations for progress

Teach For All's first Latin American partner placed its first cohort in 2009. Today, 230 **Enseña Chile** teachers work in 11 of the country's 16 regions, and almost 800 alumni are bringing their leadership, perspectives, and collaborative energy to all levels of education and society.

Enseña Chile's teachers attain, on average, greater student growth each year than the country's public and even private schools do.<sup>1</sup> Their success fosters students' potential and leadership, and it also fuels the conviction of the teachers themselves. While 37% of them join Enseña Chile believing that economically disadvantaged students can perform at the same level as advantaged students, 97% of them hold this conviction after their teaching commitment. Thus, Enseña Chile is growing the force of leaders who believe deeply in the potential of students—and who understand the nature of the solutions for helping them realize their potential. A 2018 Universidad Católica de Chile / World Bank study found that participating in the program shifted alumni's preferred approach to addressing educational inequity from technical interventions to systemic, adaptive change.

Enseña Chile alumni go on to work at every level of the system, including as the third-highest executive in the national

ministry of education, and as the mayor and head of education in the country's largest district.

Alumni have held roles within the last four national coalition governments and they worked in three of the six campaigns in the 2021 presidential election. Even in such a polarized country, they are allies, collaborating across the political spectrum on shared aims. More than 34% of alumni are teaching, 6% are in positions of school leadership, and another 36% work in other education positions.

While Chile has not yet made progress towards educational equity and excellence in aggregate student outcomes, Enseña Chile now has so much to work with—with alumni working throughout the system, nationally and across most of the country's provinces, and a deep understanding of how the system works and of how to







develop teachers and leaders with the capacity to transform it.

In myriad ways, alumni are working actively to foster a culture and practice of high expectations, learning, and continuous improvement. They founded and lead an innovative school, Escuela CREE, that defies any previous expectations by showing what it's possible for disadvantaged students to accomplish. They're leveraging the approach and learnings of Enseña Chile to train thousands of other teachers through innovative teacher training programs and NGOs. Their "Colegios Que Aprenden" (Schools That Learn) initiative is working with seven out of the eleven newly-formed education districts in the country to develop the leadership of school leadership teams and elevate the voices of students, parents, and teachers in order to create continuous learning processes to foster students' achievement and development. Their "Canales Enseña" initiative of audio lessons and

downloadable pedagogical resources now reaches 80% of the country, for the purpose of motivating and inspiring students and the public to learn by showing the relevance of education to solving today's problems. They're starting a second teachers union that will value the teaching profession while putting students first. And Enseña Chile has convened 25 NGOs over several years to create a joint manifesto calling for a pedagogical revolution.

The champions and allies of Enseña Chile are committed for the long term, holding onto the conviction that in the end, it is people who change systems, and that exponentially increasing the number of Chileans who are working at every level of systems all over the country, who have the relationships and skills to listen and collaborate with each other, will ultimately create an equitable country in which all children thrive. ●●●

<sup>1</sup> MideUC evaluation from SEPA test in math and language, 2017



