efecto colectivo

Educational Innovation from Civil Society

Radiography - Efecto Colectivo

At the beginning of 2024, a call was made to Civil Society Organizations to participate in **Efecto Colectivo**, an initiative promoted by **Fundación Reimagina** with the support of the **BHP Foundation**.

ITS PURPOSE?

To **forge collaborative alliances** between different actors in the education sector to **promote transformative experiences** for students in order to prepare them for present and future challenges.

WHO PARTICIPATED?

119 projects promoted by more than 300 organizations, at least one pilot experience already developed.

This document **shows how civil society organizations understand educational innovation**.

Characterization of Applicant Organizations

APPLICANTS

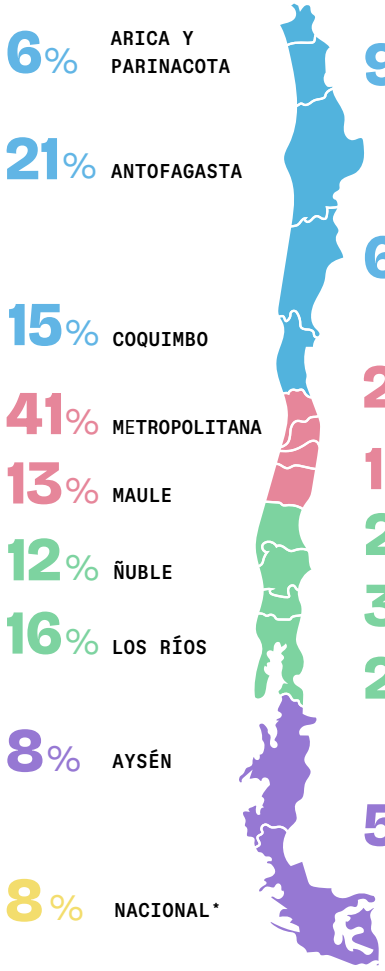
Almost **70% are nonprofits**, a quarter are corporations and the rest are other types of civil society organizations.

COLLABORATING ORGANIZATIONS

- **64%** CIVIL SOCIETY ORGANIZATIONS
- **21%** PRIVATE ENTERPRISE
- **14%** UNIVERSITY OR RESEARCH CENTER
- **2%** PUBLIC ORGANIZATION
- **1%** EDUCATIONAL OR SUPPORTING ESTABLISHMENT

Location of Project Impact

REGION OF PROJECT INTERVENTION



- 6% ARICA Y PARINACOTA
- 9% TARAPACÁ
- 21% ANTOFAGASTA
- 6% ATACAMA
- 15% COQUIMBO
- 26% VALPARAÍSO
- 41% METROPOLITANA
- 16% O´HIGGINS
- 13% MAULE
- 23% BIOBÍO
- 12% ÑUBLE
- 30% LA ARAUCANÍA
- 16% LOS RÍOS
- 23% LOS LAGOS
- 8% AYSÉN
- 5% MAGALLANES
- 8% NACIONAL*

MACRO-AREAS OF PROJECT INTERVENTIONS

- 35% NORTH
- 36% CENTER
- 41% METROPOLITAN
- 60% SOUTH
- 10% SOUTHERN
- 8% NATIONAL

Footnote: The National category refers to projects claiming to operate in all 16 regions.

The call **emphasized intervention in regions in order to promote educational innovation throughout Chile** and decentralize efforts of civil society organizations.

In this context, **the projects show intentions to act in the 16 regions of the country**, with the majority of their intention to intervene in the Metropolitan region (41%), followed by La Araucanía (30%) and Valparaíso (26%). There is a significant concentration of projects -or intention to intervene- in the southern macro-zone of the country, while the north has comparatively fewer interventions.

AFFECTED POPULATION vs TARGET POPULATION

STUDENTS	97%	31%
TEACHERS	24%	97%
SCHOOL PRINCIPALS	8%	65%
EDUCATIONAL ASSISTANTS	2%	19%
INTERMEDIATE LEVEL OFFICIALS	0%	11%
ATTORNEYS	4%	18%
OTHERS	4%	18%

POPULATION AFFECTED BY THE PROBLEM

TARGET OR USER POPULATION

A distinction is made between the affected population and the target population. **The former refers to the population affected by the problem that the initiative seeks to solve**, for example, low reading comprehension rates. **The second refers to who receives the intervention**, the public with whom we work, i.e., who is trained, who is accompanied, who will use the equipment. The contrast between the two shows that the projects understand that the main people affected by the problem they seek to address are students, but consider teachers and managers as relevant intermediaries to solve the problem. In other words, although the objective of the interventions is to improve the quality of student learning, in general **the projects are focused on strengthening teaching and management capacities in order to achieve this objective**.

IMPACT LOCATION OF THE PROJECTS

Only about **one third of the projects state that they will work with the rural population**.

71%	URBAN
29%	RURAL

Footnote: The **YES** category considers projects *that state that they will work with the rural population. The **NO** category considers those that do not declare it or give indications of not working with rural population.

Project characterization and level of innovation

TOPICS ADDRESSED BY THE PROJECTS

- **32%** LEADERSHIP AND ORGANIZATIONAL IMPROVEMENT
- **31%** SOCIOEMOTIONAL EDUCATION
- **19%** ACTIVE AND COLLECTIVE LEARNING
- **11%** READING AND WRITING
- **10%** LIFE PATHS
- **9%** EDUCATION IN STEAM AREAS
- **6%** ARTISTIC AND CULTURAL EDUCATION
- **6%** OTHER ACADEMIC SKILLS
- **6%** HEALTH AND ENVIRONMENT
- **5%** EDUCATIONAL INCLUSION AND EQUITY

The projects address various topics, the most recurrent being **leadership and organizational improvement (32%) and socioemotional education (31%). They are followed by active and collective learning (19%) and literacy (11%)**.

It is necessary to emphasize, first, **the diversity of topics**; second, **how leadership and organizational** improvement remain in the educational debate as an unavoidable way to improve learning; third, the great boom of **socioemotional education** and its alignment with the axis of Coexistence and Mental Health of the Educational Reactivation Plan of the Chilean Ministry of Education; and finally, the importance of social-emotional education in the educational debate.

ORIGIN OF INNOVATION

Three quarters of the projects correspond to innovations designed by the organization itself **(76%)**, while one quarter are appropriate or adapted innovations **(24%)**.

- **76%** DESIGNED BY THE ORGANIZATION
- **24%** APPROPRIATE OR ADAPTED

DESIGNED BY THE ORGANIZATION

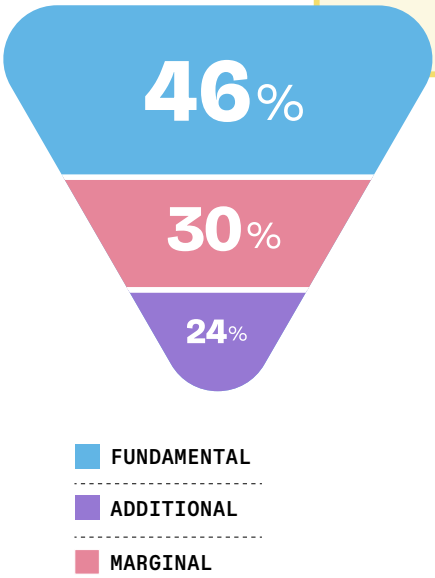
Designed by the organization
The innovation has its own origin. It may contain external elements, but its integral design or the configuration of all its elements has been conceived and designed by the institution that presents it.

APPROPRIATE OR ADAPTED

Appropriate or adapted
The innovation has a certain tradition in other contexts or countries. The presenting institution has mainly done a translation and localization work to adapt it to the national context.

TYPE OF CHANGE THAT PROMOTES

According to Rivas' (2000) classification of types of change in educational innovations, **almost half of the projects aim to generate a fundamental type of change, above the additional and marginal ones**.



FUNDAMENTAL

Radical transformation of the teacher's role; from being a lecturer, he/she becomes a guide for students in the construction of their own knowledge and cooperative learning. When the role of the teacher is altered, the role of the students is altered.

ADDITIONAL

It does not alter the teacher's role, but only his procedures. It is a relevant modification of the didactic method or the change of one method for another, although the teacher's role remains unchanged.

MARGINAL

Innovation is given by the introduction of something new to the teaching task. It reinforces or improves some aspect of it, but without modifying the method or the teacher's role itself.

USE OF TECHNOLOGY

Only a quarter of the projects (26%) **report a transformative use of technology** that causes the intervention to alter educational or work paradigms.

26% TRANSFORMATIONAL

42% SUPPORTING

32% NON USE

TRANSFORMATIONAL

Technology is at the core of the program and its objective cannot be achieved without it.

SUPPORTING

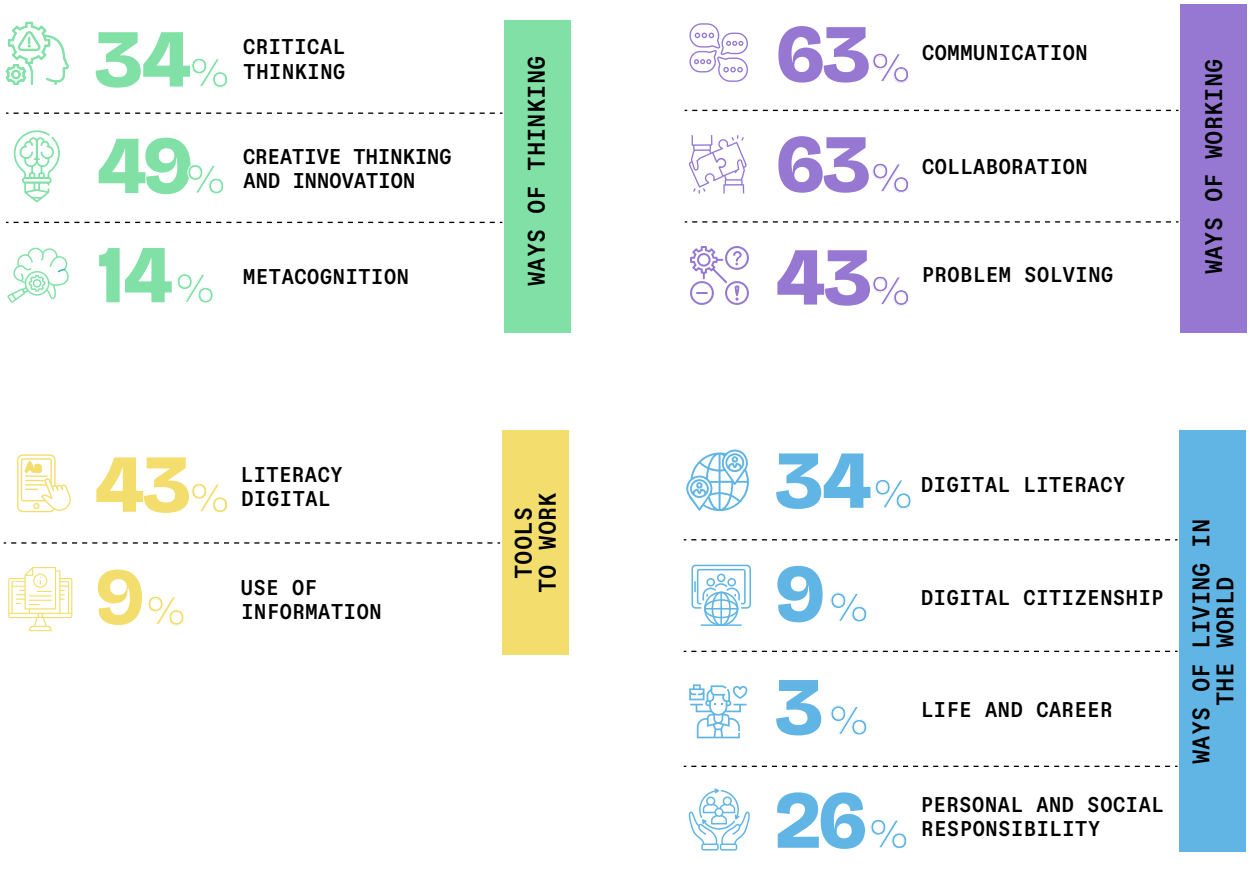
Technology is used as a complement and is dispensable in certain contexts.

NON USE

The use of technology in the project is not contemplated or declared.

FUTURE SKILLS THAT IT PROMOTES

There is a predominant trend in the projects towards strengthening skills for the workforce, with special emphasis on **communication (63%)** and **collaboration (63%)**, followed by **creative thinking (49%)**, **problem solving (43%)** and **digital literacy (43%)**. On the contrary, skills related to ways of living in the world, have been less recognized by civil society organizations (CSOs) as relevant to address in the educational space.



Evaluation and evidence

TYPE OF STUDY DEVELOPED TO COLLECT EVIDENCE

- 71% DESCRIPTIVE STUDY
- 9% QUASI-EXPERIMENTAL STUDY
- 6% EXPLORATORY OR QUALITATIVE STUDIES
- 1% EXPERIMENTAL STUDY
- 1% LONGITUDINAL STUDY
- 24% NOT MENTIONED

The vast majority of projects (71%) have descriptive evidence regarding their outcomes. A minority, however, relies on evidence from experimental and quasi-experimental studies (1% and 9%, respectively).
Descriptive studies mainly report implementation, process, and user satisfaction indicators. Along with causal studies, they also include socio-emotional and learning indicators. Additionally, data is collected on coexistence, teaching practices, and attendance rates.
Finally, regarding measurement instruments, 20% of projects use questionnaires developed by their own institution, while in 65% of cases, the type of instrument used to measure reported outcomes is not specified.

TYPE OF INDICATORS COLLECTED

- 38% SATISFACTION OR VALUATION
- 28% SOCIOEMOTIONAL INDICATORS
- 23% COEXISTENCE INDICATORS
- 21% LEARNING ACHIEVEMENTS
- 18% TEACHING PRACTICES
- 9% INDICATORS OF INSTITUTIONAL ARTICULATION
- 5% ASSISTANCE INDICATORS
- 43% OTHERS
- 22% NOT MENTIONED

TYPES OF EVALUATION INSTRUMENTS

- 20% QUESTIONNAIRE CREATED BY THE ORGANIZATION
- 8% EXTERNAL QUESTIONNAIRE
- 8% NATIONAL STANDARDIZED TESTS
- 4% INTERVIEWS
- 3% FOCUS GROUPS
- 2% OBSERVATION GUIDELINES
- 7% OTHERS
- 65% NOT MENTIONED

Impact projections

Most of the initiatives project an outward impact, i.e., an expansion of their intervention. But almost 50% also report an inward impact, a cultural change. Only 5% report a national impact.

TYPE OF IMPACT REPORTED

- 78% SCALING OUT
- 47% IMPACT INWARD
- 37% DEVELOPMENTAL STAGE
- 5% SCALING UP

SCALING OUT

To impact a greater number of beneficiaries.

IMPACT INWARD

Stimulate a cultural change in educational communities by changing the social norms and behaviors of its members.

DEVELOPMENTAL STAGE

Create or improve the program's own method.

SCALING UP

Impacting laws, policies and programs at the national level.

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