

Reimagining education cannot wait

ANNUAL REPORT 2025

FUNDACIÓN Reimagina

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FUNDACIÓN Reimagina

01 Introduction

Letter from the Founder and the Chair of the Board

2025 marked a new step in the consolidation of **Fundación Reimagina** as a civil society organization committed to driving systemic change in education. Since our founding, we have held a firm conviction: every child and young person deserves access to learning opportunities that allow them to fully develop their talents, knowledge and skills to meet the challenges of the 21st century.

During 2025 we consolidated our flagship initiatives and strengthened **Fundación Reimagina's** standing, both in Chile and internationally.

AprendoLab, our AI-powered platform for teacher professional development, was named a finalist for the WISE Prize for Education 2025, one of the most prestigious recognitions in educational innovation worldwide. This achievement is an international validation of our work, and confirms that world-class educational solutions can be built in Latin America.

We also continued to strengthen **Efecto Colectivo**, the initiative we drive together with BHP Foundation to identify, accelerate and scale educational innovations with proven evidence of impact. In 2025 we supported the selected organizations as they built their capacities, scaled their models and generated shared learning, with the aim of broadening their impact across the education system. In parallel, we launched a new call for proposals in Chile's northern macro-zone, extending the territorial reach of the initiative and welcoming new actors committed to transforming education.



Our international work gained further momentum through research and collaboration projects with the Brookings Institution and UNESCO, and through our participation in global social innovation networks. These partnerships enrich our work and allow us to learn from experiences around the world, while sharing with the world innovations developed in Chile and Latin America.

The challenges remain immense. Recovering lost learning, developing 21st-century skills, supporting socio-emotional well-being, integrating AI responsibly and narrowing equity gaps continue to be priorities for Chile and Latin America. In this context, we will continue to promote evidence-based innovation that can deliver lasting change and strengthen the capacities of those who build education every day, in every territory.

Looking ahead, we are committed to deepening **AprendoLab**, expanding the territorial and thematic reach of **Efecto Colectivo**, strengthening our contribution to public policy, and consolidating **Fundación Reimagina** as a convener of educational innovation ecosystems, connecting those who develop effective solutions so that they can amplify their impact and contribute to the transformation of education systems.

We extend our deepest gratitude to every institution and individual who has placed their trust in Fundación Reimagina and answered our call to join forces and resources to improve learning for our children and young people. Each of them has helped build a network that shows how collaboration delivers far greater impact than individual efforts.

At **Fundación Reimagina, we believe educational innovation truly matters when it transforms systems**, beyond individual projects. That remains our commitment.

ALFREDO GREZ KAULEN
Chair of the Board

ANA MARÍA RAAD BRIZ
Founder



FUNDACIÓN Reimagina

02

2025 at a Glance

The challenge before us



Latin America faces a profound paradox. Never before have we had such access to knowledge, technology and opportunities for innovation. Yet millions of children and young people continue to learn in education systems designed for a world that no longer exists.

Education in Chile and Latin America is not equipping today's students and tomorrow's citizens with the knowledge and skills they need to face the challenges of a rapidly changing society.

+50%

Of 15-year-olds students in Latin America cannot understand what they read (PISA 2025).

+75%

Of employers have been unable to find young people with the skills they need since 2021 (CAF).

+70%

Of teachers receive training that is out of step with their current needs (UNESCO).

A challenge of this scale and urgency calls for joining forces across actors and accelerating change. That is why Reimagina exists.



Our 2025 impact

+6.000

TEACHERS

Took part in training and implementation of innovative pedagogical methodologies.

+130

CIVIL SOCIETY ORGANIZATIONS FROM ACROSS LATIN AMERICA

participate in **Fundación Reimagina's** innovation ecosystems.

262+

SCHOOL LEADERS

26.116

STUDENTS

Were reached by the educational innovation initiatives supported through **Efecto Colectivo**.

89.000

USERS

continued to access quality educational resources through **Aprendo en Casa.**

+1.000

EDUCATION SYSTEM ACTORS

Have accessed studies and outreach resources produced by **Reimagina** through its participation in the **Network for the Transformation of Education Systems** (NEST).



Together we drive educational transformation



Patricio Felmer

Director of the ARPA initiative, University of Chile, and 2011 National Science Prize laureate

"Our experience with **Fundación Reimagina** has been one of close collaboration, support and guidance at every moment and in every aspect of the project we are developing in the Atacama Local Public Education Service (SLEP). We value the exchange of experiences among the organizations taking part in **Efecto Colectivo**, the training opportunities and the connections we have made with education actors across many fields. Being part of **Efecto Colectivo** has widened our horizons and raised our expectations of what we can achieve for education in our country."



Alejandra Garcés

Director, Chile Program, BHP Foundation

"From the moment we began designing **Efecto Colectivo**, we have shared with **Fundación Reimagina** a common vision of the importance of a collective impact approach to move the needle in education. We are proud to be part of an initiative that approaches the challenges of education in Chile as a puzzle in which every piece plays a key role in producing a synergy far greater than the sum of its parts. It is deeply satisfying to see how this collaborative work helps strengthen and scale the reach of Fundación Reimagina and, in particular, of **Efecto Colectivo**."



Modupe Olateju

Fellow, Center for Universal Education, Brookings Institution

"**Fundación Reimagina**, led by Ana María Raad, is a team of professionals genuinely dedicated to improving Chile's education system. I admire their ability to bring ecosystem actors together around meaningful dialogue, and to innovate and communicate with clarity and creativity."



Grettys Bravo

Director, Gabriela Mistral Local Public Education Service

"**Fundación Reimagina** has been a strategic partner for the Gabriela Mistral Local Public Education Service. Its support, through the **Efecto Colectivo** project, has been key to strengthening the capacities of our leadership teams, promoting collaborative work among schools, embedding good practices and driving innovation initiatives focused on improving our students' learning."



Valtencir Mendes

Head of Education, UNESCO Regional Bureau for Education in Latin America and the Caribbean

"Collaborating with **Fundación Reimagina**, particularly on **Efecto Colectivo**, has been an enriching experience built on mutual trust. I value its critical, evidence-based vision of collective impact, and its standing as a reference point for educational innovation in Chile, the region and globally. This partnership aims to co-construct knowledge and practice for true educational transformation, beyond identifying scalable projects."



Dina Buchbinder

Founder and Chair, Educación para Compartir (México)

"I have always believed that organizations leave their mark through what they do and how they do it. **Fundación Reimagina** and its platform **AprendoLab** has the rare ability to bring people together, share ideas generously and turn collaboration into a culture. I am excited to keep exploring new ways of transforming education systems together."

FUNDACIÓN Reimagina

03

We are Reimagina

Vision

That every children and young people in Chile and Latin America can acquire the skills and knowledge they need to thrive fully in 21st-century society.



Mission

We drive educational innovation that transforms teaching practice and strengthens the learning of 21st-century knowledge and skills.

Our work contributes to the following United Nations Sustainable Development Goals.



Our hallmarks

At Fundación Reimagina, we have our own way of seeing and doing things. Four principles guide everything we do and set us apart in every project, partnership and piece of research.



COLLABORATION: EDUCATIONAL CHANGE IS POSSIBLE ONLY COLLECTIVELY

We connect schools, ministries, businesses and organizations around a shared roadmap, with common goals and joint learning. Collaboration is our driving force.



A SYSTEMIC APPROACH: FROM THE STUDENT TO PUBLIC POLICY

We listen to communities, co-create solutions and scale effective practices that strengthen public policy and the 21st-century skills agenda.



SCALING: FROM THE LOCAL TO THE WORLD LEVEL

We work in more than seven countries with a "glocal" logic: regional knowledge, global partnerships and action rooted in the territory. What begins in one school can inspire an entire continent.



FUTURE FOCUS: ENVISIONING TOMORROW'S EDUCATION

We explore trends, technologies and methodologies that anticipate the challenges of learning. Today we design the conditions for an education that is more inclusive, sustainable and connected to life.

Our journey



2020

REIMAGINA IS BORN

AprendoEnCasa and EcosiSTEAM, our flagship projects, laid the foundations of the organization.

To confront the impact of the COVID-19 pandemic on education, we built a collaborative network of organizations across Latin America and launched a platform with hundreds of pedagogical and educational resources, all free for teachers, students and families.



2021

NETWORKS THAT TRANSFORM

We consolidated partnerships, grew our community and expanded our capacity to reach more classrooms.

- More than 562,000 users accessed educational resources at **AprendoEnCasa.org**
- 6,900 teachers trained with DRCLAS Harvard and global leaders
- More than 80 organizations joined our learning ecosystems.



2022

FROM IDEA TO ACTION

We combined quality content with effective digital strategies to overcome barriers to teacher training.

- We created the Learning Lab, with practices that teachers can apply and scale
- **AprendoEnCasa** expanded as a regional collaborative network to 7 countries
- We consolidated regional partnerships with the OAS, OEI and WISE
- We joined the World Innovation Summit for Education (WISE) working group, contributing to the systematization of successful experiences and practices from the **AprendoEnCasa** ecosystem.



2023

A YEAR OF INTERNATIONAL REACH

More impact, more reach, more partnerships.

- More than 2 million teachers and students used **AprendoEnCasa**
- Together with Brookings Institution and 10 other education organizations, we co-founded the Network for the Transformation of Education Systems (NEST) to advance the development of breadth of skills worldwide.



2024

COLLECTIVE TRANSFORMATION

Collaborative work focused on scaling initiatives that transform education.

- We launched **Efecto Colectivo**, a collaborative alliance driven by Reimagina with the support of BHP Foundation
  - We identified more than 113 educational innovations with potential to scale
  - We supported the acceleration and scaling of 7 educational innovation initiatives
- **AprendoenCasa** was recognized as one of six finalist initiatives for the WISE Prize for Education, awarded by Qatar Foundation.



2025

THE FUTURE HAS ALREADY BEGUN

Artificial intelligence, new geographies and global leadership.

- **AprendoEnCasa** became **AprendoLab**, an AI-powered teacher micro-learning platform
- **AprendoLab** was one of six finalists for the WISE Prize for Education
- **Efecto Colectivo** expanded to northern Chile
  - We identified more than 50 educational innovations with potential to scale
  - We supported the acceleration and scaling of 3 new educational innovation initiatives
- With the Brookings Institution, we published the first study on breadth of skills in Chile: "Breadth of skills: from education policy to the classroom".

Our next five years

In 2025 we celebrated the first five years of Fundación Reimagina, satisfied with what we have achieved and with our eyes on the new challenges taking shape in education.

The arrival of generative artificial intelligence (GenAI) in education is one of the defining challenges of the present and the years ahead. Long-standing challenges persist as well: the learning gaps experienced by millions of young people, and the lack of coordination and collaboration among the public sector, the private sector and civil society in addressing these urgent needs.



Our team

BOARD OF DIRECTORS



Alfredo Grez
Chair

Alejandra Mujica
Secretary

Josefina Santa Cruz
Treasurer

Pablo Acevedo
Board Member

Felipe Vergara
Board Member

MEET THE TEAM

We are an agile team committed to educational transformation.



Ana Raad
Founder and Executive Director



Mª de los Ángelez Pavez
Director of Operations and Strategy



Macarena Montiel
Lead of Administration and Finance



Alejandra Ycaza
Lead of Institutional and Global Development



Nicolás Contreras
Lead of Knowledge and Collective Impact



Corina Acosta
Lead of Educational Innovation



Alexis de Ponson
Lead of Strategic Communications



Paula Aliaga
Social Investment Projects Coordinator

Our networks and partnerships

INTERNATIONAL

unesco

OEA

SCHWAB FOUNDATION FOR SOCIAL ENTREPRENEURSHIP

THEDIALOGUE

BROOKINGS

WORLD ECONOMIC FORUM

hundrED

BHP | Foundation

UNIDOS POR LA EDUCACIÓN

Wise
An Initiative of Qatar Foundation

IN CHILE

Ministerio de Educación
Gobierno de Chile

Educación Pública
Ministerio de Educación

Agencia de Calidad de la Educación

ACCIÓN COLECTIVA
POR LA EDUCACIÓN

comunidad organizaciones solidarias

sumar saberes
ALIANZA PÚBLICO-PRIVADA PARA MEJORAR APRENDIZAJES

PROYECTACHILE 2050

IN CHILE

BIEN PÚBLICO
CIAE CENTRO DE INVESTIGACIÓN AVANZADA EN EDUCACIÓN UNIVERSIDAD DE CHILE
CUENCA Viva
EDUCACIÓN 2020
eCh> enseñachile
Focus.
CMM Centro de Modelamiento Matemático
co—crecer FUNDACIÓN
EVENTURAS
impúlsate
Kiri
FUNDACIÓN GABRIEL & MARY MUSTAKIS
FUNDACIÓN TEATROAMIL
trabün
FUN—DA CIÓN 99
ge grupo educativo soluciones integrales
KOMM PAKT Comunicación en Educación
La Balanza TEATRO & EDUCACIÓN
muyu
canales MEJORES TÉCNICOS, MEJOR PAÍS
pulso escolar
tuclase
UNAP UNIVERSIDAD ARTURO PRAT DEL ESTADO DE CHILE CONOCIMIENTO Y TERRITORIO
UNIVERSIDAD DE ATACAMA
AngloAmerican
ASTORECA
neuro UC

Celebrating recognition of our work





APRENDOLAB REACHES THE FINAL OF THE WISE PRIZE FOR EDUCATION 2025

AprendoLab, created by **Fundación Reimagina**, is the only project from the Americas to reach the final of the WISE Prize for Education 2025, one of the most important global platforms in education.

WE RECEIVED THE SCHWAB FOUNDATION AWARD

Ana María Raad was named a 2026 Social Innovator by the World Economic Forum (WEF) and the Schwab Foundation for Social Enterpreneurship, in recognition of her leadership and her contribution to reducing educational gaps in Latin America through the work of **Fundación Reimagina**.

FUNDACIÓN Reimagina

04 Reimagina in Action

Driving forward-thinking innovation

Artificial intelligence is already in Latin America's classrooms, whether we like it or not: students solving homework with a chatbot, teachers preparing support materials with generative tools, platforms personalizing learning activities to each student's pace.

The pace of transformation is outrunning the education policies designed to guide it [1]. Here lies the first great challenge. The question of whether AI enters the classroom has already been settled: it has. What remains open is the criteria by which we will use it.



[1] UNESCO. Artificial intelligence in education.
https://www.unesco.org/es/digital-education/artificial-intelligence



A TENSION WE CANNOT IGNORE

UNESCO puts it clearly: the region faces a tension that is hard to ignore. Students are already using AI at scale, while more than half of third-graders cannot understand what they read and seven in ten sixth-graders have not mastered basic mathematical operations [2]. Technology at the frontier now coexists with foundational learning gaps that have gone unresolved for decades. That obliges us to ask whether we are using AI to deepen learning or merely to automate its symptoms.

THE UNDERLYING ISSUE: ACCESS AND TEACHER TRAINING

An access problem compounds this tension. A large share of Latin American teachers work with unstable connectivity and shared or limited devices, and without specific training to integrate these tools critically into their practice [3].

If this gap is left unaddressed, AI risks deepening existing inequalities. Any regional strategy for integrating AI that does not place equity at its center risks widening the education gap rather than closing it.

[2] UNESCO Regional Office for Latin America and the Caribbean. (2026). Observatory on Artificial Intelligence in Education for Latin America and the Caribbean. https://www.unesco.org/es/articles/observatorio-sobre-inteligencia-artificial-en-la-educacion-para-america-latina-y-el-caribe

[3] Observatorio Global UDLAP / UNESCO. (2026). UNESCO publishes study on 200 educational practices in Latin America and the Caribbean that integrate artificial intelligence. https://observatorioglobal.udlap.mx/la-unesco-publica-estudio-sobre-200-practicas-educativas-de-america-latina-y-el-caribe-que-integran-la-inteligencia-artificial/

REIMAGINA'S VISION

At Fundación Reimagina, we believe AI can give teachers back their time: fewer hours planning from scratch, more hours making pedagogical decisions, accompanying, listening and adjusting teaching to what each student truly needs.



CRITICAL AI LITERACY

There is an urgent need to train teachers to evaluate, question and adapt AI for their classrooms, distinguishing what this technology can contribute from what only human mediation can offer.

ACCESSIBLE LEARNING PATHWAYS

We design brief, practical and applicable content built to work even with limited connectivity, because pedagogical innovation cannot depend on the infrastructure of each school.

THE STUDENT AT THE CENTER, THE ALGORITHM IN SUPPORT

We accompany education communities in building a critical and conscious relationship with technology, in which AI is a support and never a shortcut.

FEATURED INITIATIVE

From AprendoEnCasa to AprendoLab

AN EVOLUTION SHAPED BY AI AND THE TEACHING COMMUNITY



During the pandemic, AprendoEnCasa became a platform that convened teachers, families and organizations in more than 10 countries, with more than one million users and the backing of more than 80 educational institutions.

Its purpose was at once simple and urgent: to keep educating from anywhere, because that task could not stop even when schools were closed.

When the pandemic eased and communities returned to in-person learning, a new question emerged: how do we continue to support teachers wherever they are? Listening again to educators, understanding their needs and reading the new educational context became the starting point of a larger transformation.

Out of that listening, **AprendoEnCasa** evolved into what is today **AprendoLab**.

AprendoLab keeps the collaborative essence of its origins and adds an element that redefines the experience: artificial intelligence applied to teacher training. Beyond curating innovative, high-quality pedagogical content, we now use AI to contextualize it and adapt it to the pace, the challenges and the specific setting of each educator.

THIS EVOLUTION TAKES SHAPE IN LEARNING PATHWAYS

Structured journeys in three stages (engagement, knowledge and practical reflection) in which AI explains to each teacher why a piece of content matters in their reality and how to apply it in their classroom.

To these we add field missions, real-world application tasks, and clans, peer communities where participants learn from one another and exchange feedback, carrying forward the community spirit that has defined Aprendo en Casa since the beginning.

AprendoLab is the evolution of a project that was born to support teachers in the most uncertain of moments. Today, with AI and an ecosystem of partner organizations, it continues to keep its promise through a tool that is sharper and closer to the practice of every educator.



AprendoLab

Watch the AprendoLab video

What teachers think about AprendoLab?

Scaling impactful innovation is an absolute imperative

At Fundación Reimagina, we understand educational innovation as a process that makes sense only when it transforms teaching practice at scale.

That becomes possible when we combine forces across schools, communities, governments and civil society organizations. This connection among actors is at the heart of our vision for how educational change scales.

The data leave little room for complacency. PISA 2022 results showed that three in four 15-year-olds in the region cannot demonstrate fundamental mathsl skills, and one in two cannot do so in reading [1]. Latin America and the Caribbean also sits in the bottom half of the global ranking for educational quality in all three areas assessed by PISA [2].



[1] World Bank and IDB. (2024). No time to lose in addressing the learning crisis in Latin America and the Caribbean. https://www.bancomundial.org/es/news/press-release/2024/03/01/banco-mundial-bid-crisis-educacion-america-latina-caribe

[2] Inter-American Development Bank. (2023). PISA 2022: How did Latin America and the Caribbean perform? https://blogs.iadb.org/educacion/es/pruebas-pisa-2022-america-latina-caribe/



A less visible but equally urgent gap compounds this picture: only 27% of the region's teachers report having basic digital competencies for the pedagogical use of technology, according to a recent IDB study of more than 28,000 educators [3].

Every year, dozens of valuable pedagogical methodologies and experiences emerge to address these challenges, yet many remain isolated, without the institutional bridges they need to reach more teachers. A recent IDB report on artificial intelligence in education confirms it: responsible implementation at scale remains the region's greatest challenge, more so than the technology itself [4]. For us, innovation loses its relevance without a strategy to scale it.

No innovation truly scales unless it is centered on the people who use it every day. That is why we seek to support practical solutions, applicable from day one and able to adapt to settings as different as an urban school and a rural community with limited resources. Faced with this challenge, we remain convinced that transforming education in Latin America depends on our collective capacity to connect, scale and sustain over time what truly works.

[3] Della Nina Gambi, G., Forero Pabón, T., Soto Sira, V. G., Keuylian, M. L., & Ruiz García, M. J. (2025). Digital competencies of teachers in Latin America. IDB and Fundación ProFuturo. https://publications.iadb.org/es/competencias-digitales-de-docentes-en-america-latina

[4] Inter-American Development Bank. (2026). How artificial intelligence is transforming education in Latin America and the Caribbean: lessons from 193 solutions. https://www.iadb.org/es/blog/educacion/como-la-inteligencia-artificial-esta-transformando-la-educacion-en-america-latina-y-el-caribe

FEATURED INITIATIVE

Efecto Colectivo

A NEW LOGIC OF COLLABORATIVE WORK



Efecto Colectivo, an initiative driven by Fundación Reimagina with the support of BHP Foundation, aims to support organizations with innovative proposals to be implemented in schools, and so generate systemic change in public education.

We focus on guaranteeing equal opportunity to access quality content that is relevant and contextualized to 21st-century skills. To achieve this, we identify, accelerate and scale educational innovations, with particular emphasis on building the competencies of teachers and school leadership teams to enable cultural transformation in schools.

Our starting hypothesis is that Chile's education ecosystem already holds initiatives with the potential to positively shape students' development and secure their progress as full citizens. On this premise, we set out to contribute to system transformation by scaling initiatives that are grounded in evidence and rooted in experience on the ground.

Photo: Representatives of the 28 organizations of Efecto Colectivo.

Visit the Efecto Colectivo website

Efecto Colectivo draws on the Collective Impact framework to drive this systemic change.

We promote a new logic of collaborative work from the ground up, making strategic alliances a fundamental requirement, so that each initiative connects effectively to the needs of its territory and each proposal gains in value. We firmly believe that transforming the education system means moving beyond isolated initiatives and aligning around a common purpose to scale.

During 2025, Efecto Colectivo expanded its portfolio to a total of 10 initiatives, reaching 11 regions of Chile.



TOOLS FOR THE FUTURE

- Puentes educativos TP
- Teatro en la Educación
- Aulas sin Límites

SOCIO-EMOTIONAL DEVELOPMENT AND WELL-BEING

- Aprendizaje Socioemocional
- Modelo Pionero
- Ecosistemas Territoriales de Bienestar
- Fortalezas del carácter Patagonia

FOUNDATIONAL LEARNING

- Aula Maestra
- Red ARPA
- Tutoría entre Pares Tamarugal

SEVEN KEYS TO EFFECTIVE INNOVATION

At Efecto Colectivo, we believe educational innovation can have greater impact when it is built on deliberate collaboration, collective intelligence and a shared agenda oriented to systemic impact.

In an unprecedented effort, the seven organizations leading the initiatives of the first **Efecto Colectivo** cohort shared their learning with the education system in the book 7 Keys to Effective Innovation.

The book draws together the lessons and on-the-ground experience of organizations recognized for driving innovative and effective initiatives. Its aim is to inspire new partnerships, new forms of collaboration and a deeper understanding of what it means to innovate in education today.

Read the book (Spanish only)

Watch the summary video (turn on subtitles)



EXPERIENCE AND KNOWLEDGE IN SERVICE OF COLLECTIVE IMPACT

To ensure an integrated strategy, Efecto Colectivo draws on a broad and diverse advisory council, with representatives from civil society, the State and the private sector, as well as teachers and international organizations.

The council contributes its experience and knowledge to weave a collaboration network that can influence the education community systemically.



Ana María Raad
Founder, Reimagina



Beatrice Ávalos
National Education Prize laureate



Rosario Navarro
President, SOFOFA



Alejandra Garcés
Chile Program,
BHP Foundation



Gino Cortez
Executive Secretary, Agency for Quality in Education



Isidora Recart
Executive Director,
Fundación Educacional Arauco



Luz María Budge
President, National Council of Education



Valtencir Mendes
Head of Education, UNESCO Santiago



Mónica Retamal
Executive Director, F undación Kodea



Eugenia Camazón
Social Manager, Fundación Minera Escondida



Valentina Valech
Executive Director, Ashoka Chile



Marcela Momberg
Academic and consultant



Alfredo Grez
Chair of the Board, Fundación Reimagina



Emilia González
Director, CEFIS-UAI



Cristóbal Rojas
Global Teacher Prize Chile laureate



Josefa Monge
Executive President, Sistema B Chile



Francisco Gallego
Vice-Rector for Institutional Management, UC



Marcela Rentería
Education consultant



Fernanda Vicente
Founder, Mujeres del Pacífico

WE ARE WORKING WITH LOCAL SERVICES OF PUBLIC EDUCATION (SLEP) ACROSS CHILE

Northern Chile
- SLEP Chinchorro
- SLEP Tamarugal
- SLEP Licancabur
- SLEP Atacama

Central Chile
- SLEP Gabriela Mistral
- SLEP Aconcagua
- SLEP Punilla Cordillera
- SLEP Andalién Sur

Southern and Austral Chile
- SLEP Valdivia
- SLEP Llanquihue
- SLEP Aysén

TOTAL REACH

104 SCHOOLS

1,360 TEACHERS

26,116 STUDENTS

262 SCHOOL LEADERS

INNOVATION MAP

Number of initiatives implemented in each region.

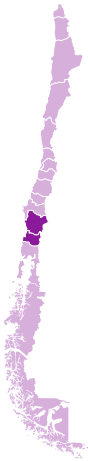


EFECTO COLECTIVO INITIATIVES / TOOLS FOR THE FUTURE

Puentes educativos TP

(VET Bridges)





Where it is implemented

La Araucanía and Los Ríos regions.

Lead organization

Fundación 99

Partner organizations

ONG Canales and Fundación Co-Crecer

This initiative seeks to strengthen 21st-century skills and raise the development expectations of students in rural vocational education and training.

To do so, Puentes Educativos TP builds transformational leadership capacity in school leadership teams and strengthens pedagogical practice through teacher training in innovative, active teaching and learning methodologies.

This initiative stands out for its strong territorial relevance, which helps consolidate students' training pathways through links with local actors such as businesses and public bodies.

WHAT MAKES IT INNOVATIVE

Puentes Educativos TP integrates strategies for the four key actors of the education ecosystem, in a systemic way:

TEACHERS AND SCHOOL LEADERS
Training in collaborative learning methodologies and transformational leadership to foster change and innovation.

STUDENTS
Innovative teaching practices focused on developing 21st-century skills, with students as protagonists of their own learning.

FAMILIES
Vocational knowledge to support their children.

SCHOOL ENVIRONMENT
Stronger links among schools, businesses and higher education institutions to expand students' opportunities.

2025 REACH

20
PUBLIC VET HIGH SCHOOLS

140
TEACHERS

1,335
STUDENTS

55
SCHOOL LEADERS

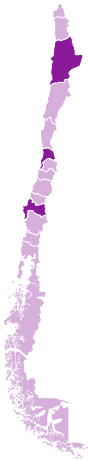


EFECTO COLECTIVO INITIATIVES / TOOLS FOR THE FUTURE

Teatro en la Educación

(Drama in Education)





Where it is implemented
Antofagasta, Metropolitan and Bío Bío regions.

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA GABRIELA MISTRAL
La Granja | Macul | San Joaquín

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA ANDALIÉN SUR
Concepción | Chiguayante
Florida | Hualqui

Lead organization
Fundación Teatro a Mil

Partner organization
La Balanza Teatro y Educación

Teatro in Education (TELE) is a program developed by Fundación Teatro a Mil that proposes adding performing arts as a subject in the primary school curriculum of public schools.

The initiative promotes students' comprehensive development by introducing playful, active and participatory methodologies drawn from applied theatre in education. The program builds key 21st-century skills, with particular emphasis on self-regulation, teamwork and critical thinking, the foundations for stronger coexistence and socio-emotional well-being in the school community.

LO INNOVADOR

No other program in Chile works like TELE, drawing on the performing arts in a sustained, systemic way within formal primary education in public schools, supported by specialist teaching artists.

The entire intervention is therefore innovative, and sets it apart from other arts-based projects. Its methodology and pedagogical approach rest on conceptual frameworks that place the student at the center, listening to their needs and promoting their autonomy and active participation, and showing that a problem-posing, liberating education is possible in our schools.

2025 REACH

11
PUBLIC SCHOOLS

254
TEACHERS

832
STUDENTS

22
SCHOOL LEADERS

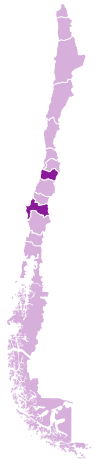


EFECTO COLECTIVO INITIATIVES / SOCIO-EMOTIONAL DEVELOPMENT AND WELL-BEING

Aprendizaje socioemocional

(Socio-emotional learning)





Where it is implemented

Libertador General Bernardo O'Higgins and Bío Bío regions.

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
ANDALIÉN SUR
Concepción | Chiguayante
Florida | Hualqui

Lead organization

Fundación Trabün

Partner organization

Focus

The initiative strengthens students' socio-emotional development from pre-kindergarten (NT1) to 12th grade through Fundación Trabün's Socio-Emotional Learning (ASE) Program.

The program builds intrapersonal, interpersonal and citizenship skills through a playful, connecting methodology.

Designed for the Career Advisory subject, the program includes lesson plans, a student book, a web platform and complementary materials. It also provides implementation support, with teacher training, classroom coaching, work with leadership teams and activities for families.

WHAT MAKES IT INNOVATIVE

The project's distinguishing features are its methodology, its implementation support and the playful, connecting model of the program, which starts from the motto "learning through play."

The program is also systemic, involving every actor in the school community. It encourages cross-cutting ASE strategies in other areas of school life, and seeks to engage guardians and caregivers through home activities, newsletters and meetings.

2025 REACH

42
SCHOOLS

597
TEACHERS

18,790
STUDENTS

81
SCHOOL LEADERS



EFECTO COLECTIVO INITIATIVES / SOCIO-EMOTIONAL DEVELOPMENT AND WELL-BEING

Fortalezas del carácter Patagonia

(Character Strengths in Patagonia)



Lead organization
Fundación Astoreca

Partner organizations
Kommpakt and Cuenca Viva

The initiative seeks to develop in students the nine character strengths of Fundación Astoreca's SOY+ program. Developing character strengths improves school coexistence, socio-emotional well-being and school climate.



Where it is implemented
Los Lagos and Aysén regions.

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
LLANQUIHUE
Fresia | Frutillar | Los Muermos
Llanquihue | Puerto Varas

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
AYSÉN
Coyhaique | Lago Verde | Aysén | Cisnes | Guaitecas
Cochrane | O'Higgins | Tortel | Chile Chico | Río Ibáñez

Character Strengths in Patagonia is embedded in schools through the management of school culture, which aligns and mainstreams the development of these nine strengths. The methodology includes an implementation manual and the building of capacity within the schools themselves, through advisory services and training for leadership teams and teachers so that they come to know the program's approach and its technical-pedagogical management in depth.

WHAT MAKES IT INNOVATIVE

The program responds to the needs of school communities by strengthening the capacities of local teams with territorial relevance, so that improvements are sustained over time.

It includes direct instruction through workshops and texts for the Guidance hour; makes school culture management an essential, innovative component to align formative efforts; and applies strategic communication management to engage the active participation of members of the education community and ensure the program's reach and influence in the territory.

2025 REACH

10
SCHOOLS

428
TEACHERS

2,730
STUDENTS

66
SCHOOL LEADERS



EFECTO COLECTIVO INITIATIVES / TOOLS FOR THE FUTURE

Aulas sin límites

(Classrooms without limits)





Where it is implemented

Los Lagos region.

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
LLANQUIHUE
Fresia | Frutillar | Los Muermos
Llanquihue | Puerto Varas

eCh> enseñachile

pulso escolar

Lead organization

Enseña Chile

Partner organization

Pulso Escolar

Aulas sin Límites seeks to improve foundational learning and student motivation in public schools through four key pillars: technology, education, leadership development and community. It advises schools on installing practices and building leadership and teaching competencies under the "Learning Community" model.

The initiative supports schools in moving from intuitive management to a culture of continuous, evidence-based improvement. It is a flexible, contextualized model, aligned with the management processes and instruments each school already has in place (such as the Educational Improvement Plan and the Teacher Professional Development Agenda).

WHAT MAKES IT INNOVATIVE

Aulas sin Límites stands out for its comprehensive approach. Its innovative elements across the four pillars are:

TECHNOLOGY
Provides satellite internet to ensure quality connectivity in remote locations, and gathers data to drive improvements in real time.

EDUCATION
Offers hybrid training sessions that help teachers adapt the program to the local and cultural context.

LEADERSHIP
Works with school leaders and teacher leaders to turn them into agents of change and to build networks within the school and with its surroundings.

COMMUNITY
Partners with public and private actors to ensure the sustainability and continuity of projects.

ALCANCE 2025

11
SCHOOLS

327
TEACHERS

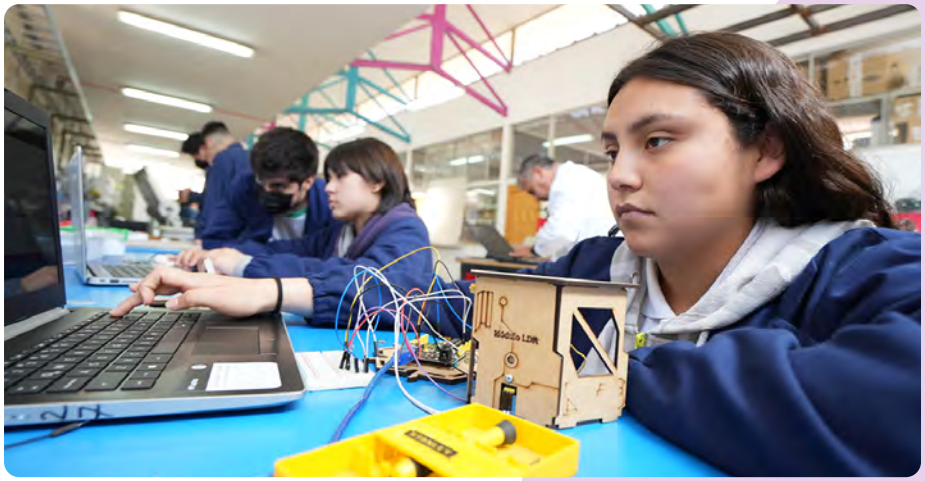
1,964
STUDENTS

16
SCHOOL LEADERS



EFECTO COLECTIVO INITIATIVES / SOCIO-EMOTIONAL DEVELOPMENT AND WELL-BEING

Modelo Pionero: transforming education in the Aconcagua Valley





Where it is implemented
Region of Valparaíso

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
ACONCAGUA
San Felipe | Catemu | Llaillay | Panquehue
Putaendo | Santa María

Lead organization
Fundación Anglo American

Partner organization
Corporación Tu Clase

Modelo Pionero is an educational approach that seeks to transform schools so that students become agents of change, through deep learning experiences that let them explore, experiment and innovate.

With coaching, advisory support and training for leadership teams and teachers over periods of three to five years, schools become Educational Innovation Centers where students develop innovative projects that give them deep learning experiences, reimagining education and devising solutions to real challenges in their communities. Beyond acquiring knowledge, students build a meaningful bond with their territory, and schools become spaces where they are protagonists of their own learning and of the transformation of their surroundings.

WHAT MAKES IT INNOVATIVE

Most innovation programs aim at specific solutions to complex problems, such as technology interventions, one-off teacher training in new methodologies or targeted support for leadership skills.

These deliver partial methodological changes, or fit innovations into a structure that remains intact.

Modelo Pionero is a deep, systemic intervention. It takes on the comprehensive transformation of the school, aiming at the pedagogical core and introducing new teaching and learning methodologies and interdisciplinarity in at least 60% of school time, under the same conditions and regulations as every school in the country.

2025 REACH

6
SCHOOLS

96
TEACHERS

244
STUDENTS

18
SCHOOL LEADERS



EFECTO COLECTIVO INITIATIVES / SOCIO-EMOTIONAL DEVELOPMENT AND WELL-BEING

Ecosistemas territoriales de bienestar

(Territorial Well-Being Ecosystems)





Where it is implemented

Ñuble and La Araucanía regions.

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
PUNILLA CORDILLERA
Coihueco | Ñiquén | Pinto | San Carlos | San Fabián

Lead organization

Fundación Kiri

Partner organizations

Grupo Educativo, Centro Interdisciplinario de Neurociencia UC, Fundación Mustakis and Fundación Impúlsate.

The initiative's main goal is to strengthen the socio-emotional well-being of children in grades 3 to 6 in contexts of vulnerability and multiculturalism, through cultural, sports and science workshops based on playful learning.

The program runs in two modes:

Transfer model: The schools' own teachers deliver the workshops after initial training, followed by observation and feedback, building capacity within education communities.

Full model: Direct implementation by external Fundación Kiri facilitators, trained and certified to integrate socio-emotional skills into each discipline.

WHAT MAKES IT INNOVATIVE

The program offers workshops in different disciplines to capture children's and young people's interest and promote socio-emotional learning through meaningful experiences.

It adapts to the needs of each school, with flexible implementation models that integrate into diverse educational contexts. Kiri also takes a systemic approach, linking all actors in the education community through its components and promoting the commitment and participation of local governments, in a model that adds forces from the territory around a collective goal.

2025 REACH

4
SCHOOLS

15
TEACHERS

221
STUDENTS

4
SCHOOL LEADERS



IN 2025 WE OPENED THE EFECTO COLECTIVO NORTE FUND

28

COLLABORATIVE PROPOSALS

Submitted by more than 70 civil society organizations, answered the call of the Efecto Colectivo Norte fund, which sought to identify innovative initiatives with potential to scale in the regions of Northern Chile.

+70

EDUCATIONAL ORGANIZATIONS

Responded to the Efecto Colectivo Norte call, an initiative driven by Fundación Reimagina in partnership with BHP Foundation that supports collaborative projects aimed at transforming the education system from the territories.

3

NEW INITIATIVES JOINED EFECTO COLECTIVO

- Tutoría entre Pares Tamarugal
- Red Arpa
- Aula Maestra



Photo: Awards ceremony for the Efecto Colectivo Norte fund.

EFECTO COLECTIVO INITIATIVES / FOUNDATIONAL LEARNING

Tutoría entre pares Tamarugal

(Peer Tutoring Tamarugal)





Where it is implemented
Region of Tarapacá

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
TAMARUGAL
Pozo Almonte | Camiña | Colchane | Huara | Pica

Lead organization
Educación 2020

Partner organization
Universidad Arturo Prat

The initiative advances a collaborative Peer Tutoring model in rural schools, strengthening learning in language and mathematics, developing 21st-century skills and building local capacity to sustain the model.

It brings together schools, a regional public university and the Tamarugal Local Public Education Service (SLEP), integrating initial and continuing teacher training.

Methodologically, Peer Tutoring rests on a personalized, one-to-one approach in which a student tutor accompanies another student. The relationship is built on trust, horizontal dialogue and mutual interest, actively promoting competencies such as critical thinking, effective communication, collaboration, leadership, autonomy and inner motivation.

WHAT MAKES IT INNOVATIVE

The project offers an innovative and sustainable solution to improve language and mathematics learning in rural schools in Tamarugal, addressing the disconnect between pedagogical strategies and the reality of the territory.

It combines three key components:

SITUATED TRAINING
For pedagogy students and teachers, through Peer Tutoring and active, contextualized, intercultural practice.

TERRITORIAL PEDAGOGICAL COACHING
Personalized strategies to overcome professional isolation and improve teaching.

NETWORKING
Microcenters that work as territorially connected learning communities, promoting pedagogical innovation from the territory.



EFECTO COLECTIVO INITIATIVES / FOUNDATIONAL LEARNING

Red Arpa

(ARPA Network)





Were it is implemented
Region of Atacama

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
ATACAMA
Copiapó | Caldera | Tierra Amarilla
Chañaral | Diego de Almagro

Lead organization
Centro de Modelamiento Matemático, University of Chile.

Partner organizations
Centro de Investigación Avanzada en Educación (CIAE), Universidad de Atacama and Bien Público.

Red ARPA seeks to improve learning in language and mathematics, and to develop 21st-century skills in students in Caldera, Chañaral and Diego de Almagro, through an intervention centered on networked professional development for teachers and school leaders.

The methodology is applied in Language and Communication and in Mathematics, strengthening discipline-specific learning and skills such as collaboration, creativity, critical thinking, communication and character.

WHAT MAKES IT INNOVATIVE

The initiative's central educational innovation is the Collaborative Problem Solving (RCP) methodology in mathematics and language classrooms, in which students solve a challenging problem collaboratively and autonomously.

The teacher guides the work and prompts student reflection and reasoning through contextualized planning, active listening and question-led interaction.

The teacher professional development (DPD) model fosters active practice and continuous pedagogical reflection, enabling teachers to implement and refine this classroom strategy from the first sessions and consolidating their role as agents of change. In parallel, leadership teams take part in a dedicated training process that strengthens their pedagogical leadership, ensures the sustainability of the innovations and extends the impact of transformative practices beyond the classroom, to the whole institution and the territory.



EFECTO COLECTIVO INITIATIVES / FOUNDATIONAL LEARNING

Aula Maestra





Where it is implemented
Arica y Parinacota and Antofagasta regions.

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA CHINCHORRO
Arica | Camarones | General Lagos | Putre

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA LICANCABUR
Calama | Ollagüe | San Pedro de Atacama
Tocopilla | María Elena

EVENTURAS
muyu

Lead organization
Corporación Eventuras

Partner organization
Muyu Education

Aula Maestra combines Teacher Classroom Management (TCM), an internationally validated pedagogical methodology, with the artificial intelligence of the Muyu App.

The program installs practices that improve classroom climate, critical thinking, collaboration and communication, directly driving learning in language and mathematics.

This low-cost, high-coverage solution delivers daily feedback without overloading teachers. The training process consists of six in-person TCM-based workshops in which teachers acquire practical techniques for immediate application. The MUYU platform then monitors implementation through a micro-device that sends personalized improvement suggestions and reminders.

WHAT MAKES IT INNOVATIVE

The proposal integrates validated pedagogical training (TCM) with real-time voice analytics, creating a continuous cycle of practice and daily feedback without adding to teachers' workload or requiring complex infrastructure.

The model embeds innovation in school management and offers a scalable, cost-efficient solution tailored to northern Chile, turning the gap between training and classroom practice into a measurable process of continuous improvement with potential for national influence.



Promoting systemic change in education

For years, educational innovation in Latin America has lived with a paradox: good ideas are plentiful, but the bridges that connect them are scarce.

Valuable projects are born in the region's classrooms and organizations and improve learning for hundreds of students, and there they stay, without scaling or transforming public policy. More than 70% of the region's teachers receive outdated training, and coordination remains weak among governments, civil society, businesses and schools.[1].

This disconnect is what Fundación Reimagina seeks to resolve.



Photo: A talk by Rebecca Winthrop, Director of the Center for Universal Education at the Brookings Institution, held as part of the fifth-anniversary celebration of Fundación Reimagina.

1. Fundación Reimagina, *Annual Report 2020–2024*, with data referenced to UNESCO and McKinsey (2025).

A GLOBAL CONSENSUS

This conviction is not unique to Reimagina. In 2021, UNESCO's International Commission on the Futures of Education called for a new social contract for education, understood as a public good to be repaired and reinvented together, as a whole rather than as a sum of isolated interventions.[2] The OECD, for its part, holds that today's educational challenges are too interdependent for linear policy thinking: they demand systems thinking that can anticipate how each change reverberates across the wider ecosystem.[3]

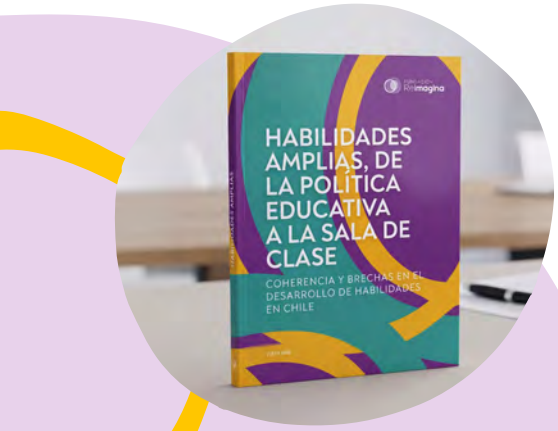
Through Millions Learning, the Brookings Institution has documented this same tension for almost a decade: expanding the coverage of a good initiative (scaling) is different from transforming the rules and relationships that sustain an entire education system (systemic transformation). Only the second path ensures that change endures beyond a single project[4].

EVIDENCE THAT TRANSFORMS

Without rigorous data, systemic change risks remaining a statement of good intentions. Fundación Reimagina takes up this challenge as its own. That is why we joined the Network for the Transformation of Education Systems (NEST), an initiative led by the Brookings Institution that connects civil society organizations in 11 countries to promote research and collaborative learning.

We apply the same commitment internally: our Monitoring, Evaluation and Learning (MEL) model combines independent external evaluations with a collective impact matrix, so that every project generates learning that can be transferred to other initiatives and territories.[7]

2. UNESCO, *Reimagining our futures together: a new social contract for education*, Report of the International Commission on the Futures of Education, 2021.
3. OECD, *Systemic Thinking for Policy Making: The Potential of Systems Analysis for Addressing Global Policy Challenges in the 21st Century*, OECD Publishing, 2020.
4. The Brookings Institution, Center for Universal Education, *Millions Learning* and "Enacting Deep Change in Education," 2024.
5. The World Bank, *Examining Assumptions in Education Policy: A Decade of World Bank Research*, 2024; and Learning Poverty (evidence-based measurement framework).
6. Fundación Reimagina, *Annual Report 2020–2024*, chapter "Tools and instruments to navigate educational innovation" (BOLO Chile / NEST Network).
7. Fundación Reimagina, *Annual Report 2020–2024*, chapter "Monitoring, Evaluation and Learning (MEL)."





RESEARCH IN THE CHILEAN CONTEXT

In 2025, Fundación Reimagina's research focus rested on two projects.

1

SYSTEMATIZATION AND DISSEMINATION OF THE STUDY "BREADTH OF SKILLS: FROM PUBLIC POLICY TO THE CLASSROOM"

The study analizes the conditions for developing the breadth of skills in the Chilean education system crossed by global changes, the pandemic, policy reforms, technological changes among other factors. Also, it gives policy recommendations to promote the breadth of skills.

View the book

2

THE CHILEAN CHAPTER OF THE INTERNATIONAL STUDY "BREADTH OF LEARNING OPPORTUNITIES"

Developed by the NEST Network. The question guiding the study was: how broad is the educational experience that Chile offers its students? During 2025 we designed the study, piloted the instruments and carried out fieldwork in schools across the country. To answer the question, we compared what the national curriculum prescribes with what happens in the classroom.

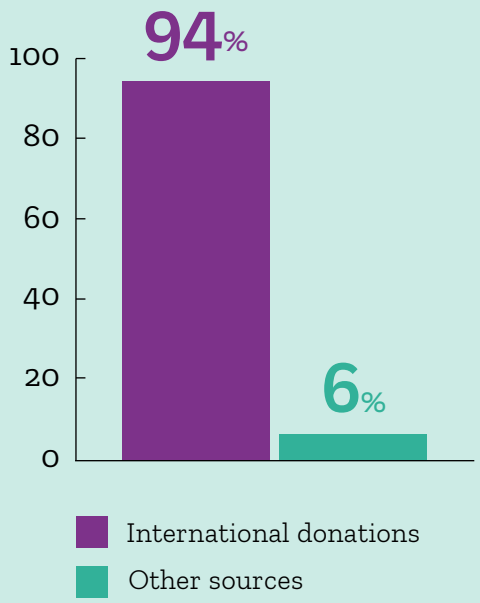
FUNDACIÓN Reimagina

05 Transparency

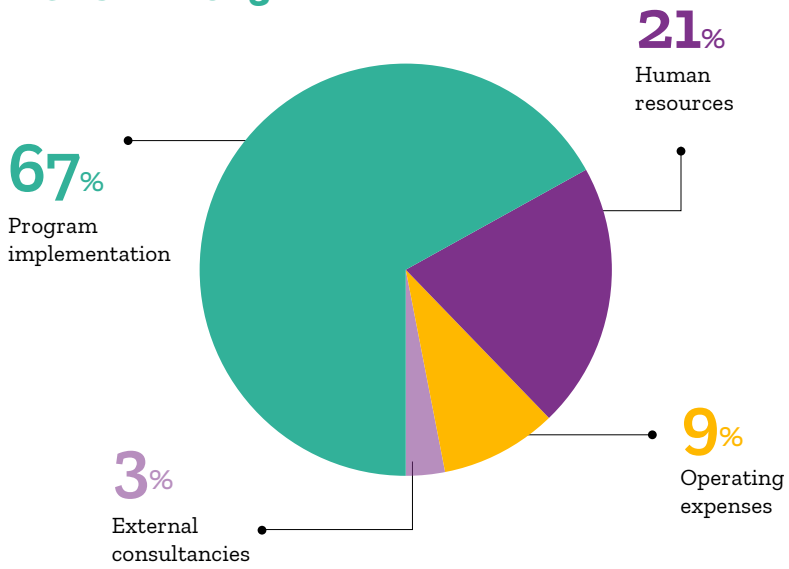
Financial statements

Our 2025 budget was US$ 2,07 million

WHERE DOES OUR INCOME COME FROM?



HOW DID WE USE THESE RESOURCES IN 2025?



Our 2025 financial statements were audited by RSM Chile Auditores Ltda.

With the support of the Comunidad de Organizaciones Solidarias, we also presented our report and accounts in the 2025 FECU Social, a tool validated by Chile's Ministry of Justice and Human Rights, designed to meet financial-system requirements and to inform the general public.

Fundación Reimagina holds the international Equivalence Determination (ED) certification granted by NGOSource. This means that, by international standards, our organization is equivalent to a U.S. public charity (501(c)(3)) and can therefore receive donations from U.S. companies and philanthropic organizations.

In addition, and in firm commitment to the highest standards of transparency and governance, the institution has implemented a Crime Prevention Model under the requirements of Law No. 20,393 on the Criminal Liability of Legal Entities. This effort has allowed us to consolidate a culture of transparency, with clear institutional policies and a Code of Ethics that guides our team's daily work and ensures a safe, ethical environment for pursuing our mission.

Acknowledgments

We thank all the people and institutions that generously supported us during 2025, whether through funding, experience and knowledge, or by sharing our work.

INSTITUTIONS

- BHP Foundation
- Qatar Foundation
- Ministerio de Educación de Chile
- El Mercurio
- Biblioteca Nacional
- Fundación Telefónica
- Unesco
- Agencia de Calidad de la Educación

APRENDOLAB ECOSYSTEM ORGANIZATIONS

- Atentamente
- Centro de Innovación en Liderazgo Educativo UDD
- Chicos.net
- Consejo de Cooperación Bibliotecaria
- Diseña Futuro
- Educación para compartir
- Educación 2020
- Enseña Chile
- Escuela Global
- Filantropía Cortés Solari
- Fundación para la Convivencia Digital
- Fundación VTR
- Mexicanos Primero
- Ministerio de Educación de Ecuador
- Unicef
- Universidad Casa Grande (Ecuador)
- Educando Juntos
- Fundación Educacional Oportunidad
- Fundación Luksic
- Fundación Meri
- Fundación Plagio
- Impulso Docente
- Nube Lab
- Radix Education

EFECTO COLECTIVO ORGANIZATIONS

- Bien Público
- Centro de Modelamiento Matemático - U. de Chile
- Corporación Aventuras
- Educación 2020
- Enseña Chile
- First Impact
- Fundación Anglo American
- Fundación Astoreca
- Fundación Co-Crecer
- Fundación Cuenca Viva
- Fundación Kiri
- Fundación Mustakis
- Fundación Teatro a Mil
- Fundación Trabün
- Fundación 99
- Grupo Educativo
- Instituto de Estudios Avanzados en Educación - U. de Chile
- Kommpakt

- La Balanza Teatro & Educación
- Muyu
- Neuro UC
- ONG Canales
- Pulso Escolar
- Corporación Tu Clase
- Universidad Arturo Prat
- Universidad de Atacama

PUBLIC INSTITUTIONS

- SLEP Chinchorro
- SLEP Tamarugal
- SLEP Licancabur
- SLEP Atacama
- SLEP Aconcagua
- SLEP Gabriela Mistral
- SLEP Los Parques
- SLEP Punilla Cordillera
- SLEP Andalién Sur
- SLEP Costa Araucanía
- SLEP Valdivia
- SLEP Llanquihue
- SLEP Aysén

NETWORK FOR THE TRANSFORMATION OF EDUCATION SYSTEMS

- Vía Educación (México)
- Enseña Perú
- Dream a Dream (India)
- Pakistan Coalition for Education
- Queen Rania Foundation (Jordania)
- Ghana National Education Campaign Coalition
- Dignitas Project (Kenia)
- Creative Centre for Community Mobilisation (Malawi)
- Smartstart (South Africa)

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- Digno Consultores
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- Laser Impresores
- Verba Volant
- Raúl Bravo
- Rayén Luna Solar

Credits

FUNDACIÓN REIMAGINA ANNUAL REPORT 2025

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