Humanitarian Aid Comparative Study

A thesis submitted to the Miami University Honors Program in partial fulfillment of the requirements for University Honors with Distinction

by

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This thesis explores two types of humanitarian aid, government-based and religious-based, in the area of education in Valparaiso, Chile to see which type is more effective in the fight to eradicate extreme poverty. The paper explores the programs in terms their history, objectives, organization, scope, and budget. The two programs are a daycare of Hogar de Cristo called Casa Acogida Rayen and the English Open Doors Program.

This paper begins by outlining the current economic status of Chile and the current status of social policies. The paper also briefly outlines the history of social policies in Chile in order to give the reader a platform from which to understand Chile’s current situation. Next the author explains the history educational policies in Chile so that the reader has something with which to compare the current status of education policies in Chile. The author explains why education is important in the battle against poverty and then explains other problems that Chile must overcome in its education system to make it an effective tool for breaking the cycle of poverty.

Next the author explains the methods used to gather the research for the paper. This section gives information about the people who contributed to the project by setting up volunteer opportunities and answering questions related to the research.

The thesis includes information about Hogar de Cristo including its history, objectives, scope, and budget. Information about Casa Acogida Rayen follows including its history, objectives, the way it is organized, its resources, JUNJI (the branch of the Chilean Ministry of Education that works with Hogar de Cristo to run this preschool), and its teachers. The thesis also includes information about the English Open Doors Program including its history, objectives, the way it is organized, its resources, and its teachers.
Humanitarian Aid Comparative Study
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Introduction

This paper reviews the humanitarian aid programs in Casa Acogida Rayen, a house run by Hogar de Cristo (HDC) in Valparaiso, Chile and the English Open Doors Program (EODP). One of these programs is religious based, and the other is government based, and the purpose of the research is to compare the two types of programs. The points of comparison between the two programs include history, objectives, budget, organization, resources, and teachers.

In order to understand humanitarian aid in Chile at this time, it is important to understand a little of the history of poverty and social policies in Chile. Therefore, the literature review section of this paper gives a brief background.

This research is important because of the value of humanitarian aid in the struggle against poverty. Knowing more about humanitarian aid and what is effective in the fight against extreme poverty will not only improve individuals’ lives but also build stronger societies.

Both of the sources of humanitarian aid in this paper are in the area of education. Education is imperative in the fight against extreme poverty and the struggle to break the poverty cycle. Fernando Reimers, editor of Unequal School, Unequal Chances, explains one of his observations:

One Sunday afternoon, working on the last stages of this book, I tried to explain to my sons, Tomas and Pablo, what I was doing. As we looked at pictures I had taken in Latin America of children in rural school, my son Tomas asked, “Why don’t some of these children have shoes?” “Because their parents have little money,” I replied, to which he responded, “And why don’t their parents have money?” “Because they couldn’t go to school (Reimers xv).”
Education can improve individual’s lives, and this paper explores the ways in which two programs are committed to this work.

Literature Review

Poverty in Chile

According HDC’s annual report, 9.7% of elder adults in Chile live in situations of poverty, and 73% of the poorest children do not have access to preschool education. Poverty in Chile fell from 19.9% in 2003 to 12.3% in 2006, according to a CASEN report. However, there are still more than 2.2 million people in Chile living on less than $90 a month in the urban areas and less than $60 in the rural areas. Poverty in Chile has fallen more rapidly than in other Latin American countries according to recent figures published by the Chilean government. In fact, Chile’s poverty level is lower than the poverty levels of all other Latin American countries, particularly the Caribbean where 40% of the population live under the poverty line.
This graph illustrates the poverty lines of Chile and of Latin America, showing how Chile’s poverty line is lower and decreasing more rapidly than the rest of Latin America. Chile has, in fact, been used as an example for their recent social policies because of their effectiveness in improving the poverty level in the country.

**History of Social Policies in Chile**

According to Dagmar Raczynski, a sociologist with the Latin American Economic Research Corporation, the history of social policies in Chile can be divided into three phases. The phases are:

1.) Consolidation of a state system of social policies (1925-73)
2.) Spending cuts, targeting, privatization, and decentralization (1974-89)
3.) Integration into development (1990-present)

From the beginning of the 20th century until 1973, the role of the state in Chile grew as it financed, managed, and provided services and programs to the population. There was a growth in public spending and an increase in the coverage of education, health, and social security. Other characteristics of the government at the time included social advancement, unionization, and agrarian reform. The government participated in price fixing for goods and services consumed by lower-income sectors. In addition, the middle and upper classes pressured the government to create programs that would also benefit them. Consequently, centralized public bureaucracies grew, and these programs became slow in making decision and ineffective for meeting the needs of the population. While public spending grew, revenues did not. Results included a housing shortage, inability to meet health demands, lack of social insurance for the working force, failure in education such as lack of attendance, repeating grades, and dropping out of school. However, at the same time, there were major advances in human development indicators,
especially in the areas of education and healthcare. At the time, the enrollment rate in basic education was 94%. In the urban areas, there was 66% coverage of water supply and 31% or sewage coverage. Also, a profession health employee was present at 80% of the births in the country during that time.

The military government of Pinochet that took power in 1973 introduced several radical economic changes such as liberalization and privatization. There were also significant changes in social policies including:

1.) a drastic cut in resources, that was felt particularly by the sector of housing, health and education and, within these, the components of investment and remuneration
2.) the transfer of functions of execution and provision of services to the private sector and geographical decentralization of ministries and departments
3.) the interplay of market forces in the allocation of public resources (demand subsidy)
4.) the implementation of specific measures designed to reduce nominally universal programs and target fiscal resources to the poorest sectors of the population
5.) the development of compensatory social programs for situations of extreme poverty
6.) undermining the power of workers and unions and strict control of collective expression of social demands (Raczynski 210).

During the 17 years of the military government, there were two deep-seated recessions (a 15% drop of GDP per capita in 1975 and a 19% drop in 1983). The unemployment rates doubled and at times tripled those of the rates before the military government, there was a significant decline in the amount of consumption of the poorest 60% of households, and there was an increase in the intensity of poverty associated with family income. However, despite these problems, the human development indicators continued to improve. One explanation for this is that the long-standing social programs initiated before the military government had the inertia to continue to help the population.
Another explanation is that the efforts of the Pinochet regime to improve mother-and-child health and nutrition programs and to target scarce resources to the poorest of the population were effective. To supplement the social programs of the government at the time, women played a predominant role in organizing grassroots programs to help the poor. Religious and nongovernmental organizations (NGOs) supported these grassroots efforts.

The end of the military rule in March 1990 brought a new phase in social policies in Chile. The democratic government of President Aylwin came to power, and the government worked to strengthen private enterprise in Chile and to improve distributive conditions. The government was also committed to the fight against poverty. One of the ways that the government changed its social programs was by taking the emphasis off of subsidies to the poorest groups and instead providing a means for the poor sectors to help themselves to overcome their poverty. The government focused on supporting groups rather than individuals or isolated families.

The focus is on the quality and equity of education, integration of youths and women into the labor force and society, support for small- and micro-enterprise, improvement of housing and community space, increase in effectiveness of public health services, and equity for poor sectors. Programs in the first four areas are already underway, and studies and proposals are being designed for the last two (Raczynski 214).

**History of Educational Policies in Chile**

Between 1990 and 1997, the government of Chile made policy decisions with the intent of improving the quality of education. They wanted to offer more opportunities to the neediest children and encourage community participation and investment in education. By increasing teacher’s salaries, helping schools to design and carry out their
own educational projects, and directing special programs for schools in poor communities, they were able to improve the achievement of the Chilean students.

The government of Chile began a process of decentralization in the year 1974, during Pinochet’s regime. The primary and secondary schools transferred to the municipalities because of the education reforms in 1981. The government created a “voucher system” in which the government gave resources to the private subsidized schools based on a per-student attendance subsidy. As a result, there was a massive transfer of students from the municipal to the private subsidized schools.

*Why Education is Important*

Education is important because it is a fundamental ingredient for creating economic development and growth. Since Latin America has become integrated into the global economy, the need for an educated workforce has grown and is necessary for the ability of Latin America to continue to compete in the global economy.

Education is important in the process of breaking the vicious cycle of poverty. In Chile and in general, the level of access to education perpetuates the cycle of inequality between social classes. The poorest of society do not have access to the same opportunities as the middle and upper classes, especially in the area of education. Many people in the middle and upper classes have the option to send their children to private schools, and, particularly in Chile, there is a significant difference between the quality of a public and private school education. Joan Anderson and Laura Randall explain, “The children of the poor attend public schools that have been under funded, are overcrowded, often lack basic supplies and materials (including such essentials as paper and pencils), and are staffed by poorly paid teachers, many of whom do not have significant training.
(Anderson and Randall, 4).” Restructuring public education so that there is quality public education available to even the poorest children is one of the most important steps in decreasing inequality in Chile. Also, quality public education is effective for increased productivity and incomes of the poor and, as a result, increasing the size of the market for goods and services.

*Characteristics of Education in Chile*

In Chile, education is divided into preschool education, basic education (eight grades), middle school education (four grades), and higher education. The middle school education has humanistic, scientific, and technical-professional tracks. The primary and secondary schools are in the municipalities, and the schools are divided into 4 types: free municipal, private subsidized, private tuition paid school, and corporations (public institutions administered by private nonprofit organizations).

Chile is currently revising its teaching materials to stress languages and mathematics. They also focus on how to cooperate with others. Computers have been introduced into some of the schools. Computers are especially important in rural areas so that the students have the opportunity to gain more knowledge of the world. Another new development in the curriculum of Chilean schools is that of games that stimulate daily life. The games serve to teach the students behaviors and skills that will help them to solve practical problems. In addition, teachers are currently being trained to teach their students to investigate their daily life and their own families and relate it to what they are learning at school.
Repetition and Drop Outs in Chilean Schools

Latin American leads the developing world in the number of repeaters in primary school. According to Donna Barnes, “Whether or not a student is retained is the single best predictor of the student’s eventually dropping out of school or staying in school. Forty percent of those students who are retained subsequently drop out of school, compared to a 10 percent dropout rate for those who are not retained (Anderson and Randall 14).” Therefore, it is important to understand the idea of repetition as it relates to Chilean schools.

The frequency of repetition within an educational system is usually dependent on the set of beliefs that the educational system holds which eventually becomes the basis for the educational policy. There are, according to Barnes, two models of education: the Transmission Model and the Transaction Model. Which of these models an educational systems uses has a great impact on the number of student who must repeat grades in school. There are several differences between the two models, and Barnes explains the two educational models:

The transmission model of education assumes that education is about acquiring information from a knowledgeable source. Information is imparted to the learner, who acquires the information through memorization or study. Knowledge is transmitted from one to another: there is a giver (teacher) and a receiver (student). Evaluation of knowledge acquisition can be done with testing because learning is defined as acquiring information. In this model there is a belief that learning happens sequentially and that information can be organized in a specific scope and sequence from easier to more difficult concepts. Knowledge is most easily learned when it is broken down into easier parts and acquired in a step-by-step fashion. Scope and sequence indicators are often framed in terms of grade levels. For example, all first graders will be able to read at a pre-primer reading level at the end of first grade. If these standards are not met, then the solution is that the student should be kept in the same grade in order to have time to learn the material (Anderson and Randall 17).

Barnes continues by explaining the transaction model:
The transaction model of education assumes that learners construct their own knowledge by actively making sense out of what seems to be a mass of information relating new information to prior knowledge…learning is messy, not easily sequenced or quantified and meaning is created as a transaction between the learner and the information and social context. Teachers who believe in a transaction model of learning ‘try to create rich environmental contexts and situations from which students can learn. Such teachers understand that taking risks, developing and refining hypotheses (often unconscious ones), and making errors are all necessary aspects of growth…They know that the mastery of processes like speaking a language, reading, writing, spelling…take years, and will never reach perfection. The learning (or acquisition) of such processes is expected to be individual and idiosyncratic (Weaver 87)’ (Anderson and Randall 17).

It is important to look at the type of educational model that Chile uses in order to better understand the frequency of repetition and drop outs in Chilean schools. Also, since students who drop out of school no longer have the opportunity to even be exposed to formal education, they keep themselves from receiving any of the benefits from school that could improve their economic situation. This, in turn, affects the Chilean economy as a whole by reducing the opportunity to have a better educated, more productive workforce.

*Teachers in Latin America*

One of the greatest problems with education in Latin America is that of the low teachers’ wages. The low wages in real terms and also in relation to other professions make it hard to attract qualified, highly educated people to the occupation, especially to the area of primary school. One of the ways that Chile has worked to fix this problem is by providing teacher in-service training and also by providing new study guides and training the teachers in how to use them.

Since teachers are underpaid and undervalued, they are often undereducated in the fields that they teach and do not have the necessary training to be able to meet the needs
of diverse learners. As a result, Latin American teachers often use the transmission model because it is the one-size-fits-all model.

Research shows that many teachers in Latin America do not believe that children can actually learn in school. The low expectations of the teachers contribute to the low achievement of some of the students. One study done by Noel McGinn in 1992 showed that rural teachers in Honduras “had higher expectations for children who came from literate families, who lived in larger and better constructed houses, who were clean, well-dressed, and wore shoes (Anderson and Randall 19).” Teacher’s expectations in this case are directly affecting poverty in Latin America since their expectations affect the achievement and future of their students. These actions perpetuate the cycle of inequality in the Latin American education system.

Methods

In order to compare these types of humanitarian aid, I explored two different programs: The Open Doors Program, a program designed by the Chilean Ministry of Education designed to provide Chilean high school students with the chance to speak with native English-speaking foreign exchange students and Hogar de Cristo, a Catholic-based program designed to help those in situations of extreme poverty in Chile.

Therefore, the people I work with in these two organizations have been valuable resources for me as I conducted my research. My contact person for the English Open Doors Program was Clayton Harrington, an American hired by the Chilean Department of Education to coordinate this program. I spoke with Mr. Harrington to inform him that I was working on my thesis, and he agreed to answer any questions that I had. My
contact from Hogar de Cristo was Adres Vicent. He is the volunteer coordinator for the Valparaiso/Vina del Mar region of Chile, and he also agreed to answer questions that I had about Hogar de Cristo.

I conducted interviews with beneficiaries of humanitarian aid in Chile. As a volunteer at a public school, Escuela Mexico in Valparaiso, Chile, I had the opportunity to talk to the students and teacher of the 3 Basic class, and as a volunteer at the Hogar de Cristo preschool, I was also in contact with the children and the families of the children there.

I used the websites of the Open Doors Program, Hogar De Cristo, and the Chilean Ministry as resources. I also used the other resources that I have listed in my bibliography as references. Dr. Jeanne Hey agreed to be my advisor for the thesis, and I emailed and called her with questions that I had concerning the thesis.

Discussion

Hogar de Cristo

History

Padre Alberto Hurtado, the founder of Hogar de Cristo (HDC), which translates into “House of Christ” was born on January 22, 1904. On October 19, 1944, he introduced the idea of Hogar de Cristo (HDC) as an organization to create a home for those who do not have one. In December of the same year, he dedicated the foundation of Hogar de Chorrillos, the first building of HDC. On September 1945, HDC opened its first shelter. In 1946, HDC inaugurated the Hogar de Chorrillos building on the street that is called Padre Hurtado Street today, and this building is known as the “mother
house”. Padre Alberto Hurtado died in 1952, and Padre Alvaro Lavín. S.J. assumed his role for a short time. The following is a list of HDC’s leaders since then:

1952 Padre Alvaro Lavín. S.J.
1952 Padre José Cifuentes G. S.J.
1979 Padre Renato Hevia. S.J.,
1982 Padre Renato Poblete S.J.
2000 Padre Agustín Moreira H.

The work of Hogar de Cristo in the 5th region of Chile began in 1981. Other important dates include:

1955: The idea of HDC extends to all of Chile.
1964: The first shelter for older adults opens.
1969: HDC opens shelters to take care of the sick who cannot be taken care of in the hospitals.
1981: HDC opens the first centers for those at risk, in situations such as drug addiction.
1984: HDC begins to work with the mentally ill and those with Down Syndrome.
1990: In conjunction with the National Service of Minors, HDC starts the program, “the children of the street”
1992: HDC opens the first condominium for elderly married couples.
1995: HDC celebrates its 50th anniversary.

Objectives

The mission statement of Hogar de Cristo explains that their goals are to receive with dignity the poorest people in order to increase their opportunities to have a better life and to call upon and encourage the community to respond to the people who have been excluded in society. They also state that they are a transparent, efficient organization motivated by the spirituality of San Alberto Hurtado and that they promote a culture of respect, justice, and solidarity.
Scope

HDC focuses specifically on unweaned babies, preschoolers, children, teens at risk, older adults, people with terminal illnesses, and people with physical or mental disabilities. They also offer pastoral, health, educational and funeral services.

In the area of Families and Children of HDC, it works to develop preventative actions and to motivate people to participate in achieving both autonomy and familiar, community, and social integration. Their services include homes for families, resources for children of the street, resource for infants, and resources for children from impoverished families.

The family houses of HDC are places for unweaned babies, children, and vulnerable teens that do not receive help from the state or other institutions. In each of these houses a limited number of children live with a family or a couple. The children receive what they need for integral development and for rapid familiar reintegration. HDC also provides food and resources for other people in the lives of the children such as their grandparents, aunts and uncles, and/or godparents in order to implement factors that help protect the rights of the children.

HDC offers refuge for the children of the streets of Chile. Its goal is to reduce the damage that the children suffer by providing for them physically and psychologically and by helping them be reintegrated into families and communities. HDC also works to inform the community, institutions, and organizations about the reality of this social problem.
HDC offers ambulatory services for infants and children between 3 and 6 months who live in situations of poverty or social vulnerability, providing a responsible caregiver for each child and utilizing related social networks. In general, HDC generates equality of opportunities and integral development for infants and preschoolers who live in poverty while working from the perspective of children’s rights and in conjunction with families and communities.

HDC has a program called *My Sponsored Child* for children who live in families that fall under the poverty line (those whose income is insufficient to provide necessities for the family). HDC offers these children material resources, economic, psychological, and education support so that they can obtain a profession and break the poverty cycle. This program can be tailored to children who only need certain resources to help them in their development process.

In the area of education, HDC offers educational services to help children develop technical, cognitive, and social abilities in order to integrate successfully in society. HDC has 4 basic schools serving more than 450 children ages 12 to 18 years. HDC has 1 technical school serving over 200 prevocational adolescents, 1 special school serving 100 mentally handicapped children and another similar school serving 80 moderately retarded children from ages 6 to 18, 1 center for the creation and production of pedagogical material, 1 agency that helps integral people into the workforce, and 1 cultural central that offers free artistic and cultural activities.
**Budget**

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<td>Total Expenditure</td>
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Total Expenditures on Humanitarian Aid  23,559

- Refuges and Street  4,163
- Children, Family, and Community  6,552
- Adolescents  3,095
- Disabilities  2,373
- Elder Adults  7,376

Administration Expenditures  2,527

**Casa Acogida Rayen**

**History**

Casa Acogida Rayen of Hogar de Cristo, which translates “reception house” is a literal house designed specifically to help women and children in Valparaiso. Padre José Gutiérrez, better known as Padre Pepo (Father Pepo) had the idea for the house when he was working in Iglesia La Matriz, a church in the Matriz sector of Valparaiso, where he
had been working for nine years. In the church there was a box in which people would put petitions, and one of the letters in the box profoundly effected Father Pepo. The letter was from a sex worker who needed help for her children because she did not have anyone that she could leave them with, and she did not have enough money to take care of them herself. At the time, Father Pepo did not know much about the lives of the sex workers in the Matriz sector since he had only met some of them when they came to eat at the church in the dining room that the church had. As he came to learn more about them, he discovered that the majority of the sex workers had children and that some of these women lived with their children in the hotels where they worked. Father Pepo went to Hogar de Cristo to see if there was a way that he could help these women.

At the same time, Hermana Cristina (Sister Cristina) arrived in the Matriz sector. She was an Argentinean woman who had come to the Neuquen province on a religious sabbatical. She came to Hogar de Cristo to offer her services after Father Pepo had come, and the two started to work together to come up with a solution.

Father Pepo and Sister Cristina found a house located at 811 Cajilla street, near the church where they both worked. They found the house in a bad condition so they had to work on it before it began to function. They started their ministry in the house in June of 1997 with the objective of helping the sex workers of Valparaiso, offering them workshops and opportunities to develop themselves.

They also created a space for the children of the women, a space made especially for women and children in unstable living conditions. Danita Perez came to join the work, and she planned activities for the children. At the same time, Sister Cristina contacted women through the Consultorio de E.T.S. (the Sexually Transmitted Diseases
Consult) to find others who wanted to help. Together, these workers created a safe place for the women to bring their children so that the women could rest without worrying whether or not their children were safe. Sister Cristina also contacted some of the hotels where the women worked and obtained permission to hold workshops for the women in the hotels since the women could not always come to Casa Acogida Rayen.

Objectives

Casa Acogida Rayen has several purposes. Its mission statement says that its purpose is, “To contribute to the educational inclusion of boys and girls in conditions of poverty and social vulnerability in Valparaiso.” The house is also designed to care for women in the area who are also living in poverty or vulnerable positions.

At Casa Acogida Rayen, 20 children receive an integral education that includes instruction in language, art, motor skills, socialization, and healthy habits. The teachers also introduce the children to the world around them by taking them to different places in their own city such as the zoo.

There are also several resources for women who come to Casa Acogida Rayen. The volunteers at the house first offer the women an orientation to introduce them to the social programs that the state offers to them. The house has only two rooms that can serve to help these women since the rest are occupied with the preschool, but the volunteers utilize these rooms to offer the women workshops designed to prepare them for work and workshops to help them improve their self-esteem. They also offer free one-on-one meetings with a professional psychologist who volunteers in the house twice a week. The house is currently serving 4 women.
**Budget**

Hogar de Cristo (HDC) controls the money for Casa Acogida Rayen. Hogar de Cristo pays for what is necessary to keep the house functioning, for Oriana Cabrera’s salary, and for a woman named Ester to come and clean the house weekly. They also give Cabrera approximately $40 a week to spend on transportation and other miscellaneous costs such as photocopies.

JUNJI (Junta Nacional de Jardines Infantiles), a branch of the Chilean Ministry of Education provides the rest of the needed funds for the school. They pay the teacher and the monitor’s salary, for the schools resources, and for the lunches that the children receive each day. In order for the children to be able to enter the school, they must complete a registration form and be approved. The children must meet health requirements and must be toilet-trained, and the children’s caregivers must earn less than a certain amount of money. The maximum amount that the family can earn is approximately $80 a month per person in the household. For example, for a family of four, the family cannot earn more than $300 a month in order for their children to qualify to enter the school.

**Organization**

Casa Acogida Rayen is a community resource center especially designed for women and children. On the first floor of the building are offices and a kitchen, and the second floor is designed for the preschool. There is one technical teacher named Jessica, and she has a monitor for the class named Silvana. The preschool serves a group of 20 children, and this is no more space to accept more children even though more than 20
applied to attend the preschool. The children range in age from 2 years and 5 months to 4 years and 11 months.

HDC and JUNJI work together to run the house. JUNJI hires the teacher, while HDC places someone in charge (Oriana Cabrera in this case) of running the building and organizing services for women.

**JUNJI**

JUNJI stands for la Junta Nacional de Jardines Infantiles, which means it is the nacional organization for preschools in Chile. It is an institution of the State of Chile created by Law # 17.301, which defines JUNJI as an autonomous corporation, with a legal personality of public rights, functioning decentralized and with its purpose to create and plan, coordinate, promote, stimulate, and supervise the organization and functioning of preschools.

The mission of JUNJI is to provide integral preschool education for children 6 years and younger (providing education for children 84 days old and older) who live in sectors and situations of poverty and social vulnerability. For JUNJI it is important that children receive education as early in their lives as possible. The organization works from the perspective of integral development of children, assuring an appropriate environment in the physical, emotional, mental, and social dimensions. JUNJI believes that when a child does not develop at the preschool level, it will affect the child through the rest of his or her life and therefore will affect society. JUNJI also strives to consider the characteristics and needs of the families and communities in which the children live. For example, JUNJI works to provide education for children in the extreme south of
Chile and for the children living in rural areas of the central zone of the country. The organization also works to provide for the urban population, whose parents do not want to send their children to preschools. JUNJI has preschools in mainly densely populated urban areas, offering preschool services from 8:30am until 4:30pm in most of the organizations it associates with. Also, in these institutions, the children receive breakfast, lunch, and a snack, and there is extra food for children who have nutritional deficiencies. JUNJI works in direct administration with non-profit institutions and organizations to achieve their goal and supervises both public and private preschools.

Casa Acogida Rayen is an Alternative Preschool, another type of service that JUNJI offers. Their Alternative Preschools serve their populations daily 11 months of the year in rural and semi-urban areas. Usually in these preschools there are activities for children ages 2 to 4 years and 11 months. The services could include a full or partial day of activities for the children depending on the characteristics of the population and the available resources. The nutritional services also depend on these factors. There is a technical teacher at each of these Alternative Preschools who works with a guide to plan activities for the children. JUNJI tries to include the families in the education process as much as possible so the technical teachers also plan workshops and educational meetings for the parents.

JUNJI believes that the family is the protagonist of the education process of the children in the family and so it is important to include families in the process. One of the programs that they have offers workshops for families in homes, open patios, or at the preschool that the children attend. In these workshops, the parents guide their children in
the learning process with materials provided by the educator of the preschool. JUNJI also strives to include the community in the work of educating the children by asking local businesses for materials and resources to improve the children’s education. JUNJI also uses the radio to communicate with parents and families giving them ideas on how to continue to teach their children.

Chile is in a period of educational reform in order to improve their level of education, particularly in the area of primary education with the standard being the Bases Curriculares de la Educación Parvularia. JUNJI has actively participated in these reforms at both the national and regional level. In 2002, JUNJI began the process of implementing the Bases Curriculares de la Educación Parvularia into its preschools. The changes in the curriculum serve the purpose of improving the system and analysis of the pedagogical practices of the preschools with the goal of improving the way the preschools function on a daily basis.

Las Bases Curriculares de la Educación Parvularia, which means the Basic Curriculum of Preschool Education has three types of requirements:

1.) To reorient and enrich the learning opportunities offered to children and to create a educational foundation for the children that will help them to continue to learn at higher levels.

2.) To harmonize the curriculum changes at the preschool level with those at higher levels of education.

3.) To integrate and articulate the new curriculum with common criteria and common orientation throughout Chile.
JUNJI works in all of Chile’s national territory including the Isla de Pascua and Juan Fernández. Their structure includes a central level and regional directors, who have the responsibility to work to develop the preschool institutions in every region. At the central level is the Executive Vice-President who introduces the plans, programs, policies, and goals of JUNJI and passes on the responsibilities to regional and provincial JUNJI workers. Maria Estela Ortiz Rojas is currently the Executive Vice-President of JUNJI. She is also a professor of General Basic Education at the Universidad de Chile.

The central level of organization in JUNJI is known as La Dirección Nacional, or the National Direction, and it includes the departments of Technical, Fiscal, Financial Resources, Administration and Human Resources, Information, and Internal Control. Each of these departments work together to fulfill JUNJI’s mission. In addition, there are three units that work with the Executive Vice-President including the Internal Auditing Unit, the Unit of the Control of Preschools, and the Unit of Communications and Public Relations (which works with the Office of Information, Reclaims, and Sugerencias (OIRS)).

The Technical Department of JUNJI has the objective of making sure that the preschools offer an integral education to their students. Therefore, the department designs programs relating to nutrition, health, and social development. The department also focuses on creating ways to involve families and the community in the education of the children.

The Fiscal Department of JUNJI serves in judicial areas of the institution, advising in all legal matters pertaining to JUNJI. This department keeps la Contraloría
General de la República and other organizations that require information about JUNJI informed. The department also maintains real estate studies of the properties relating to JUNJI.

The Department of Financial Resources administers, controls, and optimizes the financial resources assigned to JUNJI by the Budget Law. JUNJI’s contracted commitments guide the department’s decisions about how to use JUNJI’s money effectively.

The Department of Administration and Human Resources serves to administer the human resources and available materials with the goal of optimizing the efficiency of each institution. Therefore, the department designs policies and plans programs and procedures with respect to the administrative organization of the institution and with the purpose of furthering the development of its employees.

The Department of Information evaluates and controls the plans and strategic lines of communication for JUNJI to help the organization to fulfill its institutional mission. The department plans and implements the development of information systems, introducing and integrating computer information systems.

The Department of Internal Control functions to propose and apply policies of control with JUNJI that help guarantee the achievement of JUNJI’s goals. The department works on issues of legality, efficiency, effectiveness, and transparency, and also helps to insure that JUNJI does not violate its agreements with la Contraloría General de la República.
The three parts of JUNJI that correspond directly with the Executive Vice President include the Unit of the Internal Audit, the Unit of Communications and Public Relations, and the Unit of Control of Preschools. These units serve the following purposes.

The Unit of the Internal Audit supports the Executive Vice President by designing strategies and measures of control that keep the management of JUNJI strong and also allow the maximum use of the resources of JUNJI. The Communications and Public Relations Unit works to reinforce the presence of JUNJI before the government, the public, and the National Meeting of Preschools. This department coordinates internal and external publications of the institution and organizes communicational events. The Unit of Control of Preschools designs and implements policies for the suitable control of preschools under the leadership of JUNJI.

The regional director for JUNJI in Valparaiso, Alejandra Nielsen, recently presented a proposal to the Minister of Education, Martín Zilic, for the President of Chile, Michelle Bachelet, to fulfill her promise of installing 800 new preschools with 30 of them being installed in the V Region. The V Region is one of the most important regions in this respect because it is one of the largest and neediest of the regions of Chile.

Teachers

The following is a survey given to the technical teacher at Casa Acogida Rayen, Jessica Gallardo. She gave her answers in Spanish, and they are written as she gave them and then translated into English.
Querido profesor o profesora (Dear teacher),

Por favor, responde a las preguntas para ayudarme con mi tesis. Muchas gracias por su ayuda. (Please respond to the following questions to help me with my thesis. Thank you very much for your help.)

Felisha Lotspeich
Estudiante (Student) de PUCV y Miami University

1.) Cuál es su nombre? (What is your name?)
Jessica Ponce Gallardo

2.) Qué tipo de escuela asistió cuando era un niño o niña? (What type of school did you attend when you were a child?)
Escuela Municipal y luego en enseñanza media Liceo Técnico (Public school and then training to be a licensed technical teacher)

3.) Asistió una universidad? Por cuantos años? (Did you attend a university? For how many years?)
No, pero quiero hacerlo (no, but I want to)

4.) Porqué quería ser profesor? (Why did you want to be a teacher?)
Porque me gusta lo labor de enseñar (because I like teaching as a job)

5.) Le gusta su trabajo? Porqué? (Do you like your job? Why or why not?)
Sí, porque los niños y niñas tienen más capacidad de adquirir muchos conocimientos a esta edad (0 a 6 años) (yes, because children have a large capacity to adquirir a lot of knowledge at this age (0-6 years))

6.) Por cuantos años ha enseñado? (How many years have you been teaching?)
Por ocho años (for 8 years)

7.) Enseña el mismo grado cada año? (Do you teach the same grade every year?)
Sí, es un jardín familiar, por lo que todos los niveles están juntos en una misma sala (yes, this is a preschool and so all of the levels are together in the same classroom)

8.) Cuantos estudiantes tiene en su clase? (How many students do you have in your class?)
20 estudiantes de 2 a 4 años 11 meses de edad (20 students from 2-4 years and 11 months of age)

9.) Cuál es la cosa más difícil en su trabajo? (What is the most difficult aspect of your job?)
Es el espacio, porque es muy reducido y buscar aprendizajes para cada uno de los ciclos (the space because it’s very small and hard to teach everything in the small space)

10.) Tiene bastante recursos para enseñar sus estudiantes? (Do you have enough resources to teach your students?)

Se puede decir que sí, pero no es suficiente para que cada niño use uno en una actividad (yes, you could say that we have enough resources, but there is not enough for every child to use in an activity)

11.) Si no, cuáles recursos necesita? (If not, what resources do you need?)

Lo que en estos momentos más necesitamos son: instrumentos musicales, para actividad de música y disfraces para el lenguaje artístico (right now we need musical instruments for musical activities and costumes for artistic expression)

12.) La escuela recibe recursos del gobierno o no? (Does the school receive resources from the government?)

Sí (yes)

13.) Si sí, que tipos de recursos recibe? (If so, what type of resources?)

Alimentación (food)

14.) Piensa que recibe bastante dinero para tu trabajo? (Do you think that you receive enough money for your job?)

Para mi como Técnico encargada del nivel “no”, no es (For me as a technical teacher at this level, no)

15.) Hay para Uds. perfeccionamiento en esta escuela? Piensa que eso es importante? Ayudable? (Is there in-school training and teaching resources for the teachers at this school? Do you think this is important? Helpful?)

Sí, es muy importante; ya que esto nos ayuda realizar mejor y con más conocimientos nuestra labor (yes, it’s very important and helps us to become better at our job and have a better knowledge of our work)

16.) Hay muchos estudiantes que necesita repetir los grados en esta escuela? Cuantos? (Are there a lot of students who need to repeat grades in this school?)

No, generalmente aquí no se repite grados (no, generally here the students do not repeat grades)

17.) Tiene algunos estudiantes en su clase que tuvo antes de este ano? Cuantos? (Do you have some students in your class that you had last year?)

Sí, tengo 10 niños y que siguen aquí desde el año pasado, pero es porque no han cumplido lo edad para ir al colegio (yes, I have 10 students that were here last year, but this is because they are not old enough to go to elementary school)

18.) Cuando necesita un estudiante repetir un grado? (When do students need to repeat a grade?)
Cuando no ha logrado los aprendizajes que se le han propuesto para el año (when the student has not reached the necessary knowledge level that has been presented in the year)

19.) Tiene un problema con la deserción escolar en esta escuela? (Do you have a problem with students dropping out of school at this school?)
Sí, ya que los niños desertan sin que uno sepa donde se van (Yes, there are students who drop out of school without us knowing where they went.)

20.) Cuantos estudiantes han desertado cada año? (How many students have deserted the school each year?)
El año pasado desertaron 4 niños, Esto año han desertado 6 niños (last year 4 children dropped out, and this year 6 have dropped out.)

21.) Porque piensa que estos estudiantes desertan? (Why do you think that the students drop out of school?)
Los que desertaron este año es por cambio de domicilio, se han ido del barrio y otros son porque lo madre lo decide y no deje que el niño o niña se adopte (The children that dropped out this year dropped out because they moved to different houses or neighborhoods and others have dropped out because their mother decided to take them out.)

I found Jessica Gallardo to be enthusiastic and engaged in her job. She created and implemented several activities for the students that taught them a variety of skills such as motor skills and social skills. She has a difficult task with 20 children of different ages all in a 20’ x 12’ classroom. As she reads stories to the children, for example, the older ones listen while some of the younger ones squirm or get up or bother the children sitting next to them. She calls them to attention several times, as many times as is necessary to continue to read the story.

I also observed the way she efficiently used the resources that the school has. For example, she brought out the 5 hula hoops that the school has, and I wondered what she could do with 5 among 20 children. She laid them out as an obstacle course, and she had the children take turns jumping through them, first on both feet and then on one foot.
**Open Doors Program**

**History**

In 2004, in conjunction with The United Nations Development Program (UNDP) and the Confederation of Production and Commerce (CPC), The Chilean Ministry of Education created the English Open Door Program (EOPD), a program in which foreign English-speaking volunteers serve in schools located in the Fifth and Metropolitan regions of Chile. In addition to the part-time volunteer service of the program, there is a Full-Time Volunteer Program in which the Chilean Ministry of Education placed 30 North American Volunteers in schools in the city of Antofagasta. During the second half of 2006, the Ministry of Education expanded the Full-Time Volunteer Program, doubling the number of volunteers in Chile’s Second region and placing volunteers in the Tenth and Twelfth regions.

The Confederation for Production and Commerce (Confederación de la Producción y del Comercio, CPC), was founded in 1935. It is an association made up of the Chilean business community, assembling the main productive sectors of Chile. The association’s mission is to promote collaboration and advances in free competition. CPC participates in institutions and organizations and works to represent their opinion in front of public powers and society. CPC realizes the relevance of education for the economic development of Chile so it works to improve the levels of education in Chile to achieve real growth, help overcome poverty, and improve the distribution of income. Working with the EODP is one way that CPC helps prepare Chileans to compete in a globalized marketplace.
Objectives

Volunteers in the EOPD work closely with teachers in the schools, and they can also be in charge of conversation workshops. In addition, volunteers can work to develop other activities involving the English language that include other members of the school community. Examples include projects with the school’s radio station and theatre workshops.

The program is valuable to English teachers in Chilean schools since it enhances English-language skills and gives students the opportunity to practice their English with a native speaker. Oftentimes, the volunteers are the only exposure the students have with native English speakers. Also, the Chilean students are naturally curious about the foreigners that have come into their classroom, which encourages them to communicate in English.

Organization

The Part-Time Volunteer Program of The English Open Doors Volunteer Program places college and university students who are participating in a study exchange program organized by foreign and Chilean universities in local subsidized schools. Volunteers work 4-16 hours a week alongside Chilean EFL teachers and also have the opportunity to lead lessons and activities that focus on listening and speaking. Volunteers in the Metropolitan Region are foreign students studying at Pontificia Universidad Catolica de Chile, Universidad de Chile, and Universidad Diego Portales. Volunteers in the Fifth Region are students at Pontificia Universidad Catolica de Valparaiso.
The Full-Time Volunteer Program of The English Open Doors Volunteer Program places volunteers who are recent graduates and professionals with a background or interest in teaching. The program assigns the volunteers to subsidized schools throughout Chile, and the volunteers live with pre-selected host families in their communities. These volunteers work for 25 hours a week with Chilean EFL (English as a Foreign Language) teachers to lead lessons and activities that enhance English listening and speaking abilities. The volunteers also design extra-curricular activities to engage the entire school community in English-learning.

Currently, volunteers serve in the following regions:

- **Region II: The Antofagasta Region.** 35 volunteers are placed in this region and assigned to schools in Antofagasta, Calama, Mejillones and rural communities of or near San Pedro de Atacama.
- **Region V: The Valparaiso Region.** 15 volunteers are placed in this region and assigned to schools in communities such as Quilpue, Con-Con, Villa Alemana and San Antonio.
- **Easter Island and Robinson Crusoe Island.** Three (3) volunteers are placed on Easter Island and one (1) volunteer is placed on Robinson Crusoe Island. Volunteers are assigned to the only school(s) on each respective island.
- **Region VI: The Bernardo O’Higgins Region.** 15 volunteers are placed in this region and assigned to schools in rural communities along one of Chile’s wine routes.
- **Region VIII: The Bio Bio Region.** 15 volunteers are placed in this region and assigned to schools in Chillán or Los Angles.
- **Region XI: The Aisen Region.** 15 volunteers are placed in this region and assigned to schools in Coyhaique or Aisen.
- **Region XII: The Magallanes Region.** 30 volunteers are placed in this region and assigned to schools in Punta Arenas and Puerto Natales and several rural communities.

(http://www.centrodevoluntarios.cl/programas_completo_en.html)
Resources

Grants for Teachers

Since 2004, the Chilean Ministry of Education along with the English Open Doors Program has given over 3,000 educational grants to the teachers in Chile. In 2007 alone they gave 1,050 educational grants. The English Open Doors Program provides 85% of the funding for the educational grants and the teachers pay the other 15% for the training. The most expensive program is the advanced level, which costs 832,000 pesos ($1,664.00). The EODP pays $707,200 pesos ($1,414.40) per teacher, and the teachers each pay $124,800 ($249.60). This year, along with the grants, EODP brought materials such as bags, books, notebooks, and dictionaries for each of the teachers.

The teachers know that English education is important for their students so that the students are able to complete in an increasingly globalized world. For this reason, the teachers are eager to participate in these courses designed to help them improve their teaching. The Ministry of Education has set up 14 educational institutions to offer these classes to the teachers. The institutions offer a variety of classes from basic to advanced methodology.

The goal of the Ministry of Education is to have all of their teachers at the ALTE 3 level of English ability by 2011. According to the Chilean Ministry of Education, ALTE 3 means that the teacher can understand main ideas of oral and written English texts on themes both concrete and abstract. The teacher can also have technical discussions in his or her specialty. A speaker at this level can speak spontaneously and
fluently with native English speakers, presenting and explaining his or her point of view through oral and written texts with clear details over a range of themes.

The Ministry of Education designed the classes for the English teachers with 4 main characteristics to train the teachers to use the following methods as they teach:

1.) Investigation/Action
2.) Interdisciplinary
3.) Cultural Competency
4.) Language learning for the purpose of personal development and intercultural communication abilities

**English Summer Town**

English Summer town is another branch of the English Open Doors Programs designed to give English educators in Chile the opportunity to “live English for an entire week.” This program is brand new, and it will begin in January 2008. English Summer Town will bring English teachers together to share ideas, teaching methods, and experiences. The program will give teachers to opportunity to learn from national and international specialists all in a total immersion setting. This will benefit students all over Chile as their teachers bring what they learn at this event to the classroom.

**English Debate Tournament**

The Chilean Ministry of Education designed the English Debate Tournament as a branch of the English Open Doors Program to further encourage English-language learning in Chile. The program is open to students in levels 1-4 of middle education in municipal and subsidized schools only. Each school is allowed to send one team to the debate. In order to choose which students participate, many of the schools in Chile have
internal debates. Students who have lived in an English-speaking country for any amount of time are not permitted to participate. Each team consists of a maximum of 6 students—4 main competitors and 2 reserve competitors. The week of October 8-12 is considered High School English Week in Chile, and the first round of the English debate took place during this week in 2007. The final national debate will take place November 15th and 16th in Santiago. The Chilean Ministry of Education will provide transportation, food, and lodging for the finalists along with their professors.

**Teachers**

The following is a survey given to the teacher at Escuela Mexico, a public school in which I had a chance to volunteer. This school is not associated with the English Open Doors Program, but the EODP sends English volunteers into other public schools in the Valparaiso area. The teacher gave her answers in Spanish, and they are written as she gave them and then translated into English.

Querido profesor o profesora (Dear teacher),

Por favor, responde a las preguntas para ayudarme con mi tesis. Muchas gracias por su ayuda. (Please respond to the following questions to help me with my thesis. Thank you very much for your help.)

Felisha Lotspeich
Estudiante (Student) de PUCV y Miami University

22.) Cuál es su nombre? (What is your name?)
*Luisa Arancibia Saavedra*

23.) Qué tipo de escuela asistió cuando era un niño o niña? (What type of school did you attend when you were a child?)
Municipal (Public)

24.) Asistió una universidad? Por cuántos años? (Did you attend a university? For how many years?)
Si, por 5 años (Yes, for 5 years)

25.) Porqué quería ser profesor? (Why did you want to be a teacher?)
Me gustar enseñar (I like to teach.)

26.) Le gusta su trabajo? Porqué? (Do you like your job? Why or why not?)
Sí. Me encanta tratar con niños, y recibir resultados porritos, aunque sea a largo plazo (Yes. I like to work with children and to receive rewarding results, although the job can be difficult.)

27.) Por cuántos años ha enseñado? (How many years have you been teaching?)
28 años (28 years)

28.) Enseña el mismo grado cada año? (Do you teach the same grade every year?)
No. De 1 a 4 Básico (No, I teach classes between 1 and 4 Basic.)

29.) Cuántos estudiantes tiene en su clase? (How many students do you have in your class?)
30 alumnos (30 students)

30.) Cuál es la cosa más difícil en su trabajo? (What is the most difficult aspect of your job?)
Tratar con alumnos muy disciplinados y que tengan problemas de aprendizajes (To work with children who are not well-behaved or have problems with learning)

31.) Tiene bastante recursos para enseñar sus estudiantes? (Do you have enough resources to teach your students?)
Regular (Normal)

32.) Si no, cuáles recursos necesita? (If not, what resources do you need?)
Material didáctico en general (Didactic materials in general)

33.) La escuela recibe recursos del gobierno o no? (Does the school receive resources from the government?)
Sí (yes)

34.) Si sí, que tipos de recursos recibe? (If so, what type of resources?)
Alimentación y dinero a materiales para el grupo diferencial y de integración útiles escolares para alumnos de encasar recursos (Food and money for materials for the group and resources to integrate students)
35.) Piensa que recibe bastante dinero para tu trabajo? (Do you think that you receive enough money for your job?)

No

36.) Hay para Uds. perfeccionamiento en esta escuela? Piensa que eso es importante? Ayudable? (Is there in-school training and teaching resources for the teachers at this school? Do you think this is important? Helpful?)

No. Pero, la colaboración y apoyo del U.T.P. (Unidad Técnica Programa) y la experiencia e intercambio con otros colegios es muy importante y necesario (No, but the collaboration and support from U.T.P. and the experience and interchange with other colleagues is very important and necessary.)

37.) Hay muchos estudiantes que necesita repetir los grados en esta escuela? Cuantos? (Are there a lot of students who need to repeat grades in this school?)

Pocos (A few)

38.) Tiene algunos estudiantes en su clase que tuvo antes de este ano? Cuantos? (Do you have some students in your class that you had last year?)

27 alumnos (en 2=Básico) (Yes, I had 27 of them last year because I taught them in 2 basic, and now they are in 3 basic.)

39.) Cuando necesita un estudiante repetir un grado? (When do students need to repeat a grade?)

No esté apto en aprendizajes logrados (When they are not suitable in learning achievement)

40.) Tiene un problema con la deserción escolar en esta escuela? (Do you have a problem with students dropping out of school at this school?)

Muy poco (very little)

41.) Cuantos estudiantes han desertado cada año? (How many students have deserted the school each year?)

No tengo cuente (I don’t know the number.)

42.) Porque piensa que estos estudiantes desertan? (Why do you think that the students drop out of school?)

Creo, problemas familiares y económicos (I believe that it is because of family or economic problems.)

I found Luisa Saavedra to have a difficult task with 30 children in a 20’x 30’ classroom with few resources or teaching materials. There were posters on the walls issued by the Chilean government explaining healthy habits and the process of making
safe drinking water, for example, and each of the children had pencils. However, I only saw one curriculum book during the 16 weeks that I came to the school.

Conclusion

The EODP and HDC have different goals. While the EODP focuses on helping high school students learn English from native English speakers, HDC serves preschool aged children who otherwise would not be able to attend preschool.

Both the EODP and HDC use a combination of funds. For example, the EODP has funds from the Chilean Ministry of Education and from the UN, and HDC has funds from donors that give to HDC and from JUNJI, whose money also comes from the Chilean Ministry of Education. The program in Casa Acogida Rayen of HDC requires more monetary resources that the EODP since the budget for the volunteer program only includes money for the salary of the director. In contrast, in order to run Casa Acogida Rayen, HDC pays two full time workers, operating costs for the house, and miscellaneous costs, and JUNJI pays to run the preschool including the salary of the technical teacher.

One of the outcomes of the HDC program is that underprivileged children will have a greater chance of succeeding in elementary school, while one of the outcomes of the EODP is that underprivileged high school students will be better equipped in a globalized marketplace. Both serve underprivileged populations, but HDC serves in a more holistic and immediate way by providing not only for the children but also women in need. The EODP brings in native English speakers, while HDC collaborates with local business and community volunteers as well as the families of the children who attend the preschool.
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The following is the journal that I kept during the time that I volunteered at Casa Acogida Rayen and at Escuela Mexico:

**Journal of Experiences at Casa Acogida Rayen**

September 14, 2007

I went to the jardin infantil of Hogar de Cristo this morning. The teacher asked me to be there at 9am, and I had to wind through a couple streets to find it, but I finally found it. The surrounding streets were filled with small tiendas and vegetable markets, and the area smelled like garbage. As I climbed the incline on the street where the daycare was, I hoped that the smell had not permeated every part of the street. The building of the daycare was a big house that had been converted into a daycare building. The entire building inside and out was painted bright colors. I walked into the first hallway of the building, and Oriana, the teacher, greeted me warmly. She wore sweatpants and a smock over her shirt that had a HC embroidered on it. There were children all around our legs. She led me to a classroom at the end of the hallway. It was 10’x14’, and there were 14 children in it playing with toys.

I went into the room and started playing with the children. Several of them were riding on little toys in and out of the room, but Oriana was playing referee in the hallway. I noticed that most of the toys were broken and you could see the dirt caked on almost all of them. Several of the kids sneezed on me within the first 15 minutes. Several of them crowded around me asking me if I was from a different country.
Soon we all headed upstairs into a larger classroom. The kids immediately started to put on their smocks, and they came up to me asking for help with the buttons. Before the morning snack, they all put their hands together and said a prayer in unison. They each had a cup of milk for their snack, and once they had their milk, they could come up to the shelf near the door and get a ¼ of a ham sandwich. There were a couple kids who never took drinks of their milk, and Oriana would go around and pour the milk into their mouths. She also assigned me to one of the little boys to make sure that he drank his milk. Another helper came into the room soon after. She looked like she was in her 20s. The kids called her “tía” just like they had been calling me and Oriana. One of the girls asked the helper why she needed to drink her milk. The helper told her she needed it to be able to grow and have strong bones.

After the snack, Oriana and I cleared the tables and chairs out of the middle of the room and stacked them. Then Oriana turned some music on and all of the kids danced in the middle of the room.

Soon we all moved into a smaller room across the hall. There were several puzzles, blocks, and small toys for the children to play with. I showed one little boy name Lenny how to play Jenga with blocks. He played it over and over again, but he would become really frustrated every time another one of the kids would knock the tower over. One of the boys, Lukas, seemed to be a troublemaker. He would go around hitting the other kids and picking fights. Soon there were 3 little fights going on around the room so Oriana told everyone to sit in a semicircle. Then she told everyone that in the big room, the moms had set up a little buffet of typical Chilean food. The children’s faces lit up. Then she asked them to name some of the foods that they thought were
typical of Chile. The first thing that one of the boys said was “un complete”, which is a footlong hotdog with ketchup, mustard, relish, and mayonnaise on it. The teacher laughed, and told him that that is not a typical Chilean food. They named other foods such as empanadas. Then the teacher pinned little pieces of paper on the kids that said “Felices Fiestas Patrias”.

When we went into the other room, the kids greeted their moms. Some of the moms were not there, and one little girl was upset about that fact that her mom wasn’t there. She asked Oriana why her mom wasn’t there, and Oriana explained that her mom was probably working. The kids sat in a row of chairs, and one of the moms explained what all of the foods were. We ate and then took pictures of the moms and kids. Oriana turned music on again, and the kids danced. One of the moms showed a group of kids how to dance the Qwacha.

Soon, Oriana asked me to help set up for lunch. I thought that the Chilean food was the lunch, but there was still more lunch so we set up for it. The children sat at the table ready for the food, and they prayed again. The cook from downstairs brought up trays of mashed potatoes with meat and carrots on top of them with lettuce and apple/orange salad along with the potatoes. Oriana, the other helper, and I spoon fed a couple of the kids who would hardly ever take bites.
¡Estos son mis derechos!

Tengo derecho a recibir alimento, con ropita que me guste, en el lugar donde quiera vivir, y a que me brinden mi propia casa.

Tengo derecho a aprender en la escuela, en casa y en lugares que me agraden, y a que me brinden el conocimiento necesario para vivir.

Tengo derecho a disfrutar de mis juegos, a jugar con amigos, a mi tiempo libre, y a que me brinden las condiciones adecuadas para ello.

Tengo derecho a ser respetado por todos, a no ser comparado ni enjuiciado, y a que me brinden la igualdad de derechos y oportunidades.

Tengo derecho a estar en casa cuando quiero, y a que me brinden la seguridad y el apoyo necesario para vivir.

Tengo derecho a ser escuchado y a que me brinden el conocimiento necesario para vivir, y a que me brinden la ayuda y el apoyo necesario para hacerlo.
There was another teacher at the preschool today. Her name is Jessica, and she has a lot of energy and an evident passion to engage the students in learning. Soon after I arrived, Jessica asked the children to put their chairs in a semi-circle and sit down while she read them a story. She explained to them that she had received the book as a gift in a magazine that she had bought. The story was about a mouse looking for a mate in life, and after several animals in the story ask the mouse if she wants to marry them, she finally says yes to the other mouse in the story. The two mice get married in the end and live happily ever after. Several times throughout the story, Jessica had to stop and tell one of the children to be quiet or to turn around in their chair and face her or to quit touching their neighbor. She brought one of the little girls to the front of the semicircle to sit on the floor next to where she was standing. The little one still caused trouble, and Jessica had to move the girl from her right to her left side in order to be able to finish the story.

After the story, Jessica and the children set up the tables and chairs. She handed out pieces of white copy paper to each child, and then she showed them molding clay that they could use. She explained to them how they needed to work with it in their hands and press it into the table in order to make different shapes with it. Each child was supposed to make the shape of something on their paper that represented a character they remembered from the story. She handed out two colors of molding clay to each child, and they began to make their pictures. After a while, several of the children brought their pictures to me to show me what they had made, but most of them did not push the molding clay onto the paper hard enough so chunks would fall off onto the ground. So
then I would pick up the chunks and show them how to press the sides of the clay harder into the paper so the clay would not fall off.

After the clay picture-making time, Jessica brought out hula-hoops and these sticks-like objects that had long ribbons on them that you could twirl. She showed the children how to use each of the objects. After that, she set up an obstacle course with the hula-hoops by putting them on the ground in rows and putting a mat at the end of one the rows. The children had to jump with both feet into the first three hula-hoops, then do a somersault on the mat, and then hop on one foot through the other three hula-hoops. Some of the children had fun with it, and others did not want to try. Some cried when she took their hand and tried to make them try. For the most part, the girls had an easier time completing the course than the boys, but they all had trouble jumping on one foot.

After this time, Jessica handed the hula-hoops and ribbons to the children, and she put on some music. They danced around the room with their instruments. Most of them enjoyed it except for two little boys who sat in the corner because they did not want to participate. Jessica asked the children if they were ready to stop dancing and to get ready for lunch, and they all yelled out “no!” She asked two more times, and then finally she made the decision to turn off the music even though the children still wanted to continue dancing. We all set up the tables and chairs together to get ready for lunch.

Each time before the children eat, they say a prayer in unison to thank God for their food. I helped pass out the trays of beef and vegetables mixed with mashed potatoes. Once again, some of the children ate willingly, and others needed more attention. The little boy I worked with, Joshua, did not want to eat at all. I had to literally turn his body around every time it was time to take a bite and turn his face
toward me so that he would pay enough attention to me to take a bite. It started to get
cold in the room so I put on my coat, and one of the kids asked me if I was leaving. I told
him that I was not leaving yet. I did actually leave after lunch, though.
I went to volunteer today in the afternoon because last week I had asked the teacher if it was better for me to come in the mornings or the afternoons. She told me that afternoon was better, but when I got there today, Oriana Cabrera, the lady who works for Hogar de Cristo at the preschool, explained to me that the kids had gone to the zoo today. She was confused about why Jessica had told me to come in the afternoon. She said from now on I should come in the mornings. I laughed at the situation, as there are always many changes with plans here in Chile, and I used the opportunity to ask Oriana some questions about the school.
Today I went to volunteer at Escuela Mexico in the outskirts of Valparaiso. The school is a public school, and my group has been assigned to plan activities every Thursday afternoon to do with the 3rd graders. Our group, which consisted of me, Paula, Andrew, and Jose walked to the block where we needed to catch the micro to go to the school. The micro ride was ½ hour because the school is about 10 miles outside of the city. We rode up through the hills and into a more rural area. The main factory in the area is the Te Supremo factory, which makes tea. It is right next to the school, and the strong smells of tea fill the surrounding area.

We had planned to teach them about their own city and have them draw pictures of Valparaiso. However, when we arrived, we could hear one of the teachers talking through a megaphone. As we walked into the courtyard, we saw several children running around wearing costumes. They were celebrating the anniversary of the opening of their school, and the teachers were organizing competitions for the children to participate in. We stayed for a little while to watch the action, but our class was already busy doing something so we decided to save our activities for the next week.
Our group of people this week consisted of me, Paula, Jose, and Christina. Christina is a foreign exchange student from Germany. She brought a little scrapbook that she had made about Valparaiso to show the children. The kids were disappointed when they found out that we had some indoor activities planned for today. It was only when we told them that we also had outdoor activities planned that they were willing to cooperate.

We handed each of them large pieces of white paper, and we asked them to draw their favorite things about the city of Valparaiso. Several of them sat there without picking up their pencils and told us that they could not think of anything to draw. Christina started to draw images of Valparaiso on the board for them to see. After that,
several of them just copied the images that she was drawing. My professor in the class that sponsors this work, Social Geography, told me that many of the children do not know about Valparaiso because their families do not have the money to take them to see the city or money to do things within the city. One of our objectives as a group is to design activities that incorporate reading, writing, and creating but that are about topics that are pertinent to the children’s lives. Having them understand their own city is one of the ways that we decided to use to accomplish this goal. At the end of the semester, we want to take the class on a field trip in Valparaiso.

I met some sweet girls as I was going to around talking to the children about their drawings. One of the girls named Angie is from Peru, and she came to Chile this past February. She said she was from Lima, and I immediately thought about how her and her family just missed the terrible earthquake that happened in Lima in August.

After the drawing activity, the kids were restless so we headed outside for more activities. One of the little girls had a big jump rope that she had brought from home so we played with that for a while. The problem we had with this activity was that the kids grew tired of waiting their turn (since there are 30 of them), and they would start fighting with each other while they waited to jump.

Next we had the children make a circle, and we taught them how to play the game telephone where one person starts the game by whispering a phrase into their neighbor’s ear. The neighbor passes the phrase to the next person and so on until the last person says that phrase out loud. The point is to keep going with the game even if you don’t think you understood the phrase completely. However, the children had a really hard time passing on what they heard. If the phrase didn’t make sense to them or they thought
they had heard it incorrectly, they would ask the deliverer of the message to repeat it. We tried to tell them that couldn’t ask for it again—that they had to pass on what they had heard, but they wouldn’t do it. Eventually, one of the girls with leadership characteristics would get up, walk across the circle and tell the person who was holding up the message what the message was. Then we could proceed with the game. Needless to say, this grew boring, and the fact that there were so many children waiting for the message added to the difficulties with the game.
We walked into the classroom today and found the teacher shouting at the kids, telling them to sit down at their desks. Once we came in to start with our activity for the day, she sat down at her desk and started to rub her eyes. I knew it had been a long day for her.

The kids voiced their disapproval with the choice to do an activity indoors. However, we proceeded, telling them that we were going to teach them a song. Since Andrew is the only one in the group who has a guitar and he only knows songs in English, we decided to teach them an English song. The song we chose was “You Are My Sunshine”. We wrote the lyrics on the board, and I had the kids repeat the words
after me so they could get used to the sounds of the words. After that I translated the song for them so they could know what they were singing. After that we added the music, and the class did a great job picking up on the song.

Once they learned the song, we told them that it was time for them to create their own song about Valparaiso. It was hard to catch all of their ideas because they all talked at the same time, but in the end, we came up with a good song about Valparaiso to the tune of “You Are My Sunshine”. We all sang it together, and to the kids delight “finally” said that it was time to go outside.

One of the games we played was “catch-y-pu”, the Chilean version of rock-paper-scissors. We divided the kids into two teams and had then form two lines. Then one student from each team would take turns coming up in front of the lines to compete. Whoever lost would go to the end of the line of their team, and whoever won that round would compete against the next person. After this game, we played “steal the bacon”. They had never played this game before. It is where there are two teams, and the teams sit in rows facing each other with an 8 feet distance in between them. Then each team member is assigned a number, and there are two kids, one from each team, that have the same number. We put the eraser on the ground in the middle of the rows, and when Andrew would call out a number, one kid from each team would race to get the eraser. Some of the problems we had during this game were that some of the kids would not stay sitting down, making it unfair for the ones who were following the rules. Another problem was that one of the boys got frustrated when one of the other boys hit him, and he went to sit next to a tree away from the game. So after that, every time Andrew would call number 5, his team would forfeit because has was not longer there to run after the
eraser. At one point in the game, one whole team was up on their feet chanting, “INJUSTICIA!”, meaning “This isn’t fair!” Thankfully, the school day was over soon after that, and we were able to leave before the game became more intense.