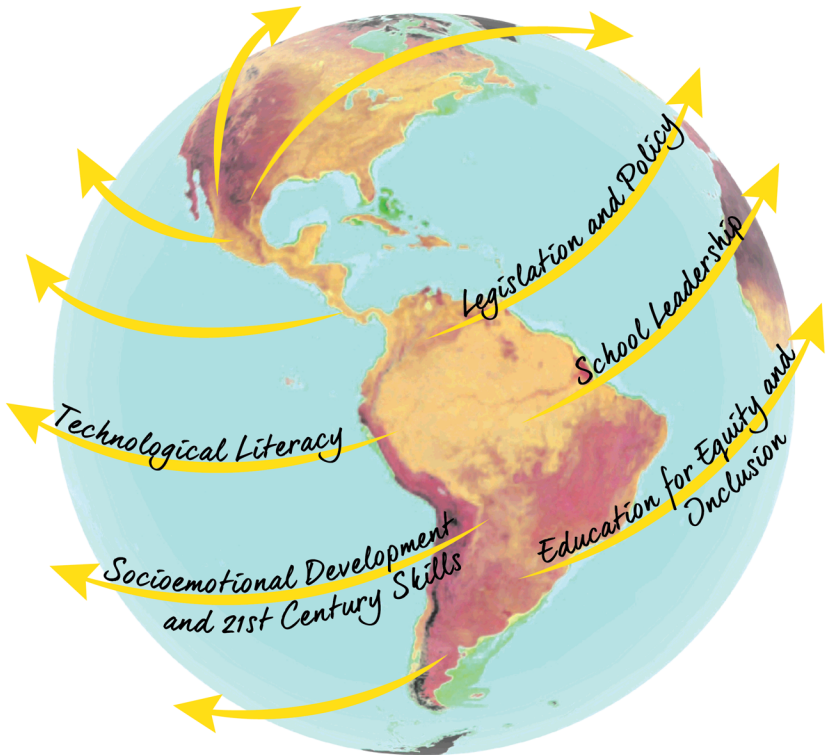


Xchange

Educational Lessons from Latin America



The LAEF Conference is an annual initiative of the Latin American Education Forum, a Harvard Graduate School of Education student organization that aims to foster dialogue surrounding current educational issues in Latin America.

Since its inception, LAEF has brought together hundreds of students, educators, researchers, entrepreneurs, and policymakers at the Harvard Graduate School of Education for the purpose of engaging in vibrant dialogue about the challenges, innovations, and opportunities in pursuit of educational equity throughout Latin America.

LAEF is dedicated to shifting the deficit-based narrative which typically portrays Latin America as 'developing' or 'marginalized.' The LAEF Conference will unite Latin America's most influential and trailblazing educational leaders and show the world all that we have to learn from their efforts. The 2018 Latin America Education Forum Conference, Xchange: Educational Lessons from Latin America, will showcase the success stories of change-makers and innovators from Latin America.

Join us as we bring together members of the education community across Latin America to engage in a vibrant conversation about education.



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Latin America Education Forum | HGSE Student Organization

CONFERENCE SCHEDULE

SATURDAY | April 14, 2018 | Askwith Hall, Larsen, Graduate School of Education

8:30 am ————— **Registration**

Askwith Hall

9:00 am ————— **Reimagining equitable education through multidimensional poverty solutions**

Raúl Gauto, Fundación Paraguaya, Paraguay

Fundación Paraguaya is a leading edge self-sufficient social enterprise founded in Paraguay in 1985 that seeks to develop innovative solutions to poverty and unemployment, and proactively disseminate them throughout the world. Fundación Paraguaya proposes an educational model which undertakes a different path in the struggle to eradicate poverty, working with poor rural communities to transform their youth into rural entrepreneurs.

9:45 am ————— **Tackling Major Gaps in Education: Education for Employment and Gender Equity**

Ricardo Pineda Vila, Eduemplea, Colombia

Eduemplea offers education for quality, innovation, and relevant work, generating integral human beings that improve their environment and labor productivity. Eduemplea's added value is based on three components: pedagogical program development, ability to adapt to the needs and requirements of the productive centers, and commitment and experience generating initiatives and companies with social impact.

Eugenia Garduño, CREFAL, México

CREFAL is an autonomous organization of international cooperation and a leader in education life-long learning. CREFAL generates knowledge, transmits it, develops capacities, and influences the public agenda of Latin America and the Caribbean, with the objective of improving the life of all people, especially the most vulnerable.

11:00 am ————— **The Role of Civil Society, Educators, Entrepreneurs and Public Institutions in Education Policy in Chile**

Fernanda Ramirez-Espinosa, Educación 2020, Chile

Education 2020 is a non-profit foundation, which originated through a citizen movement, which seeks quality and equity in Chilean education. Education 2020 works promoting public policies aimed at achieving this change and mobilizing citizens to demand it.

Ingrid Olea, Advisor to Minister, Ministry of Education

Valentina Smith, Laboratoria, Chile

Laboratoria works to be the main source of female tech talent in Latin America for the world, transforming the future of thousands of women and the companies that receive them.

Verónica Cabezas, Elige Educar, Chile

Elige Educar is an organization which believes that every child and every girl has the right to have excellent teachers, since teachers are fundamental actors when it comes to helping them develop their maximum potential within the school. Thus, Elige Educar seeks to accelerate the necessary changes in this direction, contributing to the articulation of different actors, mobilizing society and positioning the debate that teachers have critical importance when it comes to delivering development opportunities to all children in the spotlight.

12:00 pm ————— **Networking Lunch** *Get to know our speakers*
Gutman Conference Center

1:15 pm ————— **Advancements in the Field of Socioemotional Development: The Case of Chile, Mexico, & Nicaragua**

Mariana Guedea, Meraki, Nicaragua

Meraki is a social project in emotional education, which promotes >

> well-being. This project aims that every human being discovers its personal tools and talents necessary to reach a state of happiness, fulfillment and abundance in their life, to put this at the service of the world. As part of this objective, we created our Meraki Program, a curricular program of emotional intelligence for children and adolescents, as a result of advances in the areas of cognitive and affective neuroscience, and mindfulness. Aswell as offering workshops and conferences in various topics regarding human wellness.

Francisca Muñoz & Paula Ferrando Vallejos, Neyün, Chile

Neyun wants all children in Chile to learn in environments of harmony. Neyun supports schools in the integration of curriculum for the development of personal and social wellbeing of children. Neyun facilitates simple, friendly, and easy to apply meditation and mindfulness techniques.

Emiliana Rodríguez Morales, AtentaMente, Mexico

AtentaMente brings together professionals from different fields to share mental and socio-emotional training techniques based on the forefront of international scientific research, which provides individuals with the necessary tools to cultivate attention, metacognition, empathy, emotional balance and the development of an altruistic mentality, essential qualities to ensure a healthy, balanced, successful and happy life.

Sofía Frech, Construye T, México

Construye T seeks to strengthen upper secondary public schools' capacity to develop students' socioemotional skills. Construye T is intended to improve school environments and prevent students from dropping out by reducing risk behaviors, such as violence, addiction, and unplanned pregnancy. Through teacher and principle professional development, creation and distribution of support materials, and diagnostic institutional support, Construye T supplies teachers and principles with the tools to facilitate students' formation of socioemotional skills.

2:30 pm ————— **Technological Literacy and Learning in the 21st Century**

Antonio Purón, INOMA, México

INOMA provides ludic-educational tools that help each player improve their educational performance at their own pace while having fun. INOMA promotes the use of information technologies for the benefit of education and research.

Guillermo Elizondo & Alessio Hagen, Dell + Territorium

Dell and Territorium partnered to implement education solutions that impact K12 kids and university students. Together they transform the way people learn and help reduce drop-out rates, improve employability and approval rates. With their partnership they now help more than 1,000 schools/campus in Latin America with more than 700,000 students.

3:45 pm ————— **Coffee Break**

4:15 pm ————— **Innovation in School Leadership in Argentina**

Agustín Porres, Varkey Foundation, Argentina

Varkey Foundation's Leadership & Innovation in Education Program (PLIE) is an intensive six week program designed by the Varkey Foundation in conjunction with the Argentinian Department of Education for serving and aspiring school leaders. It consists of six modules, each of five days, and takes place in a specialized training center with a team of local experts trained by the Program's international team.

5:00 pm ————— **Reception & Closing Remarks**

6:30 pm *Gutman Conference Center*

SPEAKERS



Verónica Cabezas, Elige Educar, Chile

Verónica is an assistant professor at the School of Education of Universidad Católica de Chile, in the department of theory and educational policy. She is a researcher and a social entrepreneur in education. She is cofounder of Elige Educar initiative, and currently President of the Board. She is also cofounder of Enseña Chile, member of the boards of EduLab and Fundación Oportunidad, and member of the advisory board of Columbia Global Center, Santiago. Verónica was selected among the "100 Women Leaders"

in 2010 and 2015. She is an industrial civil engineer from Universidad Católica de Chile, and holds a Master's degree in Educational Policy and a PhD in Economics of Education from Teachers College at Columbia University.



Guillermo Elizondo, Territorium, México

Guillermo is president and co-founder of Territorium, edtech company based in Mexico with more than 700,000 students and growing. His partner Gerardo and him created the company and the software that now measures competences and used machine learning to adapt to each student. They work with Tec de Monterrey, UNAM, Politécnico Nacional and the Ministry of Education in Mexico as well with UNDP in all Latin America. Territorium has been awarded as one of the most innovative companies created by under

30 entrepreneurs by the Inc magazine in 2014 and as one of the 10 most innovative companies in Edtech according to South by South West in Austin. Guillermo also has been a G20 mexican delegate and has won several entrepreneurship awards.



Paula Ferrando Vallejos, Neyün, educación en armonía, Chile

Paula Ferrando Vallejos, was born in Antofagasta, Chile on January 3th, 1987. She studied Nutrition, but her real interest has always been the human being and its inner evolution. After 6 years of practicing meditation and 1 year volunteering at a children orphan center, she decided to become a teacher, because she thought this was the only way she could really give something of true meaning to the world.

Today she is studying a masters in mindfulness and compassion, and she is the content manger of "Neyün, educación en armonía".



Sofía Frech, Construye T, México

Sofía is the Socio Emotional Skills program Coordinator for high school level, in the Minister of Education in the Mexican Federal Government. She has served in different areas in the public sector for 20 years, starting in the local government of the State of Nuevo León and then working in different areas in the Federal Government among others, in the office of the presidency as coordinator of the strategic projects in the social, infrastructure and tourism cabinets. Before entering the public sector she worked in the Instituto

Teconológico y de Estudios Superiores de Monterrey (ITESM) as an academic and researcher of different subjects, most of them related to teacher training, innovation of educational programs, and social development.



Eugenia Garduño, CREFAL, México

Eugenia Garduño holds an Ed.D. in Education Policy, Leadership and Instructional Practice and a master's degree in International Education Policy, both from the Harvard Graduate School of Education. She has worked mainly in Mexico, in the public education sector (including the Ministry of Education, the National Pedagogical University, and the Latin American Institute for Educational Communication). She was a research assistant and a teaching fellow at Harvard University for nearly 5 years, and >

> worked with a team lead by Prof. Fernando Reimers to evaluate a national program aimed at introducing a digitized curriculum for 5th and 6th graders in Mexican public schools. More recently, she was the Head of the OECD Center in Mexico for Latin America, the General Coordinator of @prende.mx, responsible for the Digital Inclusion and Literacy Program at the Mexican Ministry of Public Education, and a lecturer at the University of Texas. She is currently Dean of Academic Affairs at CREFAL, an international organization working in the field of adult education.



Raúl Gauto, Fundación Paraguaya, Paraguay

Raúl Gauto is a leading Paraguayan businessman and social entrepreneur with 25+ years of experience working throughout Latin American on issues related to educational equity, environmental sustainability, inclusive economic development and poverty eradication. He holds a BA in Agricultural Engineering and Forestry from the National University of Asunción (Paraguay) and a Master's degree in Forest Economics and

Resource Management from the Virginia Polytechnic University (USA). He is the former Latin American Regional Representative for the AVINA Foundation and former director of the Social Progress Index project in Latin America in partnership with Professor Michael Porter's team at Harvard Business School. Raúl is a co-founder and former executive director of Fundación Moises Bertoni, a leading Paraguayan conservation organization, which incorporates a comprehensive co-curricular program grounded in the teaching of sustainable agriculture, ecotourism, gender equity and economic empowerment. He also served as the former Chief of Staff to the Mayor of Asunción and as an advisor to the National Government of Paraguay. Raúl is a co-founder of Juntos por la Educacion, Paraguay's leading education policy and reform nonprofit. Lastly, he serves as Chief of Staff for Fundación Paraguaya a leading Paraguayan social enterprise that has exported programs in microfinance, entrepreneurial education, poverty eradication and self-sustaining schools to over 35 countries worldwide including the United States, Tanzania and the United Kingdom.



Mariana Guedea Álvarez, Meraki, Nicaragua

Mariana Guedea Álvarez is originally from Monterrey, Mexico. She has a degree in Marketing, a Masters in Business Administration with a specialization in finance, and a Master's in Education. In addition, she has taken education workshops in Mexico, Colombia, Peru and the United States. She is certified in "Mindfulness for Education" by the Harvard Graduate School of Education. She has given international conferences and

workshops, including a TEDx talk past year.

She has worked for more than 14 years in the education field. She is the CEO and founder of MERAKI, which is a social project in emotional education, which aims that every human being discovers their personal tools and talents necessary to reach a state of happiness, fulfillment and abundance in their life, to put these at the service of the world. As part of this objective, she created the Meraki Program, a curricular program of emotional intelligence for children and adolescents, as a result of advances in the areas of cognitive and affective neuroscience, and mindfulness.



Alessio Hagen, Dell, Latin America

Alessio Hagen is Director of Education at Dell for Latin America. Since 2010 he has developed several education solutions across the region with enormous success. He developed an integral education project in Brasil with more than 200,000 teachers and 3 million students. Totally, Alessio has implemented edtech projects for more than 10 million students across Latin America. Before Dell, he worked for Intel as Marketing Director for Latin

America and also as implementations director in China and Europe. During 2 years he was the general manager for SWETS Latin America, a company focused on scientific magazines.



Francisca Muñoz, Neyün, educación en armonía, Chile

Francisca Muñoz Fernández was born in Machali, Chile in 1989. She is an economist by profession with a degree from the Universidad de Chile but a teacher at heart. Francisca was awarded the excellence award by "Enseña Chile NGO" after two years of teaching classes in a highly vulnerable school in the south of Chile. Today she is the CEO of "Neyün, educación en armonía", an organization that seeks to change the course of education by developing classrooms where children are given a space to breathe, opening their way to compassion and emotional growth.



Ingrid Olea, Advisor to Minister, Ministerio de Educación, Chile

Ingrid is an IT engineer and mathematics teacher, she worked as an advisor to the Minister of Education in the educational reform lead by the past administration. Currently, she is implementing one of the laws passed, that creates a new public education system. Also, she has continued teaching mathematics to high school seniors since her participation in the Enseña Chile program.



Ricardo Pineda Vila, Eduemplea, Colombia

Ricardo is the co-founder and CEO of EduEMPLEA, an education startup that is revolutionizing the job training in Colombia. He believes in the power of education to transform lives and trigger people's potential, especially in a place like Latin America, where people has a great potential but don't have the education they need to enhance it.

He is an Economist from Universidad de los Andes and MBA from IE with 5 years of experience in strategic consultancy, education, sustainability and social innovation. He led nine consultancy projects on education, and one focused on reforming 19 vocational training institutes in Colombia. He was the creator of the concept ZOLIPS (Zonas Libres de Pobreza Extrema) (Extreme Poverty-Free Zones). He has supported the creation of two microfinance and recycling startups.



Agustín Porres, Varkey Foundation, Argentina

Agustin is an experienced professional in Education and Public Policy with widespread achievement in the development of innovative topics and creative solutions to solve educational challenges. He worked in the public sector in Argentina for a number of years, first as a public official for the Ministry of Education of Buenos Aires, and later in the Agencia Nacional de Seguridad Social. Additionally, he led the Education Policy department for Fundacion Contemporanea, which seeks to create youth political leadership.

Before joining Varkey Foundation as Argentina's Director, Agustin was Executive Director for FormarHub Foundation, a non-profit organization that brings young educational achievers with leadership potential together and promotes innovative perspectives in Latin America and the United States. Agustin has a Masters degree in Public Policy with a focus on education from McCourt School of Public Policy of Georgetown University in Washington. Additionally, he has a postgraduate degree in Policy, Government, and Administration from the Universidad Catolica de Argentina and an undergraduate degree in Philosophy. Agustin collaborates on initiatives geared toward empowering youth and social entrepreneurship in Latin America.



Antonio Purón, INOMA, México

Antonio Purón is the founder and Executive President of Inoma. Senior Partner Emeritus of McKinsey & Co. where he served clients in several practices during 27 years in Mexico, the United States and several countries in Latin America and Europe. He is a board member of Banco Santander México, Zurich Santander, Progresemos, Nadro, Logyt, the National Museum of Art (Museo Nacional de Arte), Centro de Colaboración Cívica, >

> Filantropía and IMCO (Instituto Mexicano para la Competitividad). He graduated as a Chemical Engineer at Universidad Iberoamericana and as an MBA from Stanford.



Fernanda Ramírez-Espinoza, Educación 2020, Chile

Fernanda Ramírez-Espinoza is an Industrial Civil Engineer by training, but has worked most of her life in education. She is now a Doctoral student at HGSE, on the Educational Policy and Program Evaluation concentration. Her research is focused on Latin-American educational policies, analyzing the impact that they have had in educational outcomes and socioeconomic composition of schools.

Prior to beginning her doctoral studies at HGSE, she pursued a Master of Public Policy at the Harvard Kennedy School. The Chilean magazine "El Sábado" awarded her with the Young Leaders award in 2008. She is a founder and board member of Educación 2020, a Chilean educational advocacy NGO. She worked at the Ministry of Education in 2012, and then transferred to work in public policy analysis and fundraising for Educación 2020. In 2014 she started working at America Solidaria Haiti as its Executive Director, based in Port au Prince.



Emiliana Rodríguez Morales, AtentaMente, México

Emiliana is co-founder and Research Director at AtentaMente, a Mexican organization that creates and implements Social and Emotional Learning programs for children and adults. She holds a Master's degree in Mind, Brain and Education by Harvard University and a Bachelor's degree in Physics by Universidad Nacional Autónoma de México (UNAM). Emiliana's main field of expertise is the intersection between Contemplative Science and Social and Emotional Learning. She has developed and implemented programs in

public institutions such as the Ministry of Finance, the Ministry of Foreign Affairs, the President's Office in Mexico and the Ministry of Education. She designed the self awareness component of the National Curriculum on Social and Emotional Learning Skills in Mexico and coordinates the curriculum design of a national wide program on SEL for Public HighSchools in Mexico. She collaborates with researchers at Harvard Graduate School of Education, University of Wisconsin, Lyon Neuroscience Research Center, UNAM, Universidad Iberoamericana and Mind and life Institute. She is consultant of the Ministry of Education, the United Nations Development Programme, the National Institute of Educational Evaluation in Mexico and others.



Valentina Smith, Laboratoria, Chile

Valentina Smith is a journalist and clinical psychologist from Universidad Católica de Chile, with extended studies in gender and violence from Universidad de Chile. She has worked with gender issues, visualizing impact stories of women and connecting them. She is currently working in Laboratoria as the Bootcamp Training Manager at Santiago, managing the operations of classes for nearly 200 women per year, who are taught digital skills as Front-End developers and UX Designers. Valentina is also in the board of Entregarte, a social-cultural enterprise where she additionally taught arts workshops.

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