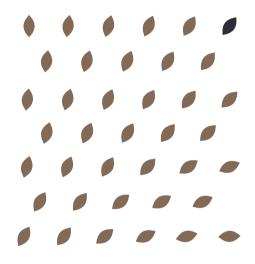


ANNUAL REPORT

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· · · · · · PHILANTROPY CORTÉS SOLARI

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Executive President Letter, Francisca Cortés Solari

THE ROLE OF PHILANTHROPY IN TIMES OF PANDEMIC



Our society, like never before in recent history, had to face a pandemic that has threatened not only the health of humanity, but also its social, economic, cultural and institutional stability, known until these days.

For the first time, the entire world had to face simultaneously and interconnected a pandemic capable of destroying all known ways of life.

The paradigm shift, often talked about but not much heard, about the need to move towards a truly comprehensive and sustainable development, became a shocking and difficult reality. Citizens, public and private institutions and civil society, were all called to urgently solve this problem in the best possible way.

Philanthropy Cortés Solari (FCS) did not escape this dynamic. The new national and international context, challenged us not only in logistical terms, but it showed us, once again, the multidimensionality of the effects of the environmental crisis, to the time that the fundamental importance of comprehensive education in the development of sustainable solutions and the importance of multilateral, responsible dialogue between the various actors of all humanity, to achieve a common purpose.

Although FCS has been working on these topics for more than 19 years, with Caserta Foundation at first and then with MERI Foundation and The Elemental Reserves, the fact is that today, more than ever, the development of participatory solutions, capable of bringing together all sectors of society, has become a necessity if we want to achieve long-term social, political and economic stability.



Throughout these 19 years, we have stated that philanthropy is defined as private sector actions for public good. Its duty is therefore to collaborate with public policies, whether in their design, execution or evaluation, with the technical and administrative severity that these require. At the same time, Philanthropy calls upon all, natural and legal persons, willing to collaborate towards the country's development.

There is no doubt that much remains to be done in this field. From moving towards monitoring and impact evaluations of philanthropic programs, to fostering citizen participation in country solutions.

In this spirit, during the pandemic, Caserta Foundation set out not only to digitize all the educational material developed in these 19 years, but also to focus our actions on teachers, who were deeply affected by the distance education dynamic. Especially noteworthy is the "Profes en Red" (Teachers in Network) program, which brought together teachers from all over Chile and Latin America, seeking to transfer technological knowledge as well as provide socioemotional support.

MERI Foundation, meanwhile, has made relentless progress in promoting solutions for the mitigation of Climate Change, either through scientific projects such as The Blue Boat Initiative, which seeks to protect the whales of Northern Patagonia, or by co- organizing the Scientific Pavilion of COP 26, together with the IPCC, WMO, WSC and FPA2; or by developing the youth leadership program for climate change in Latin America and the Caribbean together with UNICEF, among other projects.

Additionally, MERI initiated new lines of research related to condors and flamingos, emblematic species not only for Chile but also for the region, which are under major anthropogenic threats.

The 2020-2021 period also consecrated the Model of Effective Conservation of Philanthropy Cortés Solari, with two publications detailing the conceptual model, itself, as well as its implementation in each of the Elemental Reserves.

Both publications reinforced the importance of effective conservation as a tool for Climate Change mitigation. We cannot forget that, if climate change is a multidimensional phenomenon, conservation must also be multidimensional and include not only the environmental dimension, but also the social, economic and cultural ones.

We cannot achieve sustainable development without bringing together scientists, economists, educators, health professionals, architects, and many other experts, while listening to the voice of our native people and their wisdom.

It is important to highlight that, despite the pandemic and its challenges, the new international context opened up a serie of new opportunities. Ironically, distances shortened, and humanity engaged in a more cohesive dialogue on fundamental issues.

May that be a light of hope.

The opportunity to place at the core of the discussion: the sense of urgency and the evidence.

The urgent need of a paradigm shift in our conscience that summons us all to act decisively at the service of sustainable development.

While the overwhelming scientific evidence, environmental and social evidence that we all know, comes out stronger than ever.

This sense of urgency is also felt on a national level. Today, we have the opportunity to rethink our future together. To create an inclusive one, friendly with our ecosystem, and where we do not lose sight of the fact that Chile is a unique natural laboratory for Climate Change mitigation. For this reason, we are called to take a leading role in the international scene, placing science and evidence at the center of the discussion.

Kind regards,

CEO Letter Patricia Morales Errázuriz

WHEN CRISIS BECOME OPPORTUNITIES



There is no doubt that the period 2020-2021 will forever mark the international community, with an unprecedented pandemic in recent history. In addition to COVID-19, the chilean social movement led to a process of dialogue and redefinition of the current social contract.

The pandemic, translated into a health, social and economic crisis of unprecedented proportions, forced us, both the public sector, the private sector and civil society, to mobilize and reformulate our resources and talents, in order to give innovative responses to the challenges posed.

The pandemic was a challenge at all levels.

On one hand, it forced us to develop our scientific, educational and conservation programs remotely. All this, in a context of fragile and imperfect global digitalization. On the other hand, the pandemic redefined the ways in which we engage with our peers and partners. In particular, it brought about a true revolution in the way we work, making some processes much more efficient, while others had to be reconsidered.

In an interconnected society, the area of communications has become strategically relevant, in terms of being called upon to design a content dissemination strategy for our target audiences.



At the educational level, the pandemic opened a new window of opportunity to rethink education as a comprehensive formative process, which, as stated in the FCS Human Development Map, has to be holistic and include diverse dimensions, such as mind, body, emotion and spirit. In this context, Caserta Foundation focused its work on families, teachers and decision-makers. We joined the "Aprendo en Casa" (Learning at Home) program at an early stage, providing an important part of the CASERTA material to all families in the region.

At the same time, the new "Profes en Red" program was launched to provide socioemotional and technological support to teachers in Latin America and the Caribbean. This program, as well as the experience acquired at the Caserta Conversation encounters, which brought together various experts in the field of education, both led to the First Congress for Integral Education in the XXII Century, which analyzed the challenges of comprehensive socioemotional, intercultural and environmental education in times of pandemic.

At the same time, the pandemic reinstated the discussion on the importance of science in decision-making and public policy. For MERI Foundation, this crisis created a series of opportunities linked to collaborative work with scientists and international institutions to promote climate change mitigation.

In this sense, the IPCC report, released in 2021, as well as COP 26, and it's topics focused on nature-based solutions, reminded us once again how urgent it is for the planet to

limit the increase of global temperature to 1.5°C. Both the report and conference also highlighted the importance of conservation as a tool to protect biodiversity and the ecosystems that are essential to mitigation because of the ecosystem services they provide.

In terms of conservation, the pandemic was an opportunity to bring together multiple national and international stakeholders to discuss the many dimensions of this phenomenon. Through two publications on the Effective Conservation Model that FCS implemented in the three Elemental Reserves located in San Pedro de Atacama, San José de Maipo and Patagonia Norte, the need was raised to acknowledge a multidimensional understanding of climate change, a phenomenon that requires a holistic vision that goes beyond the current administrative approach. The importance of conservation as a tool for climate change mitigation was also discussed.

Chile is a unique natural laboratory in the world. Its geographical conditions allow not only to monitor biodiversity and global warming, but also to deploy a series of tools, public policies and cutting-edge initiatives for the conservation and mitigation of climate change.

This sustainable development, to which we all aspire, requires innovative but also mutually agreed-upon solutions that stem from respect for our traditions and cultural heritage. Solutions arise when crisis are faced as opportunities and when they are based on past lessons and the severity involved in putting science and well-being at the core of decision making.

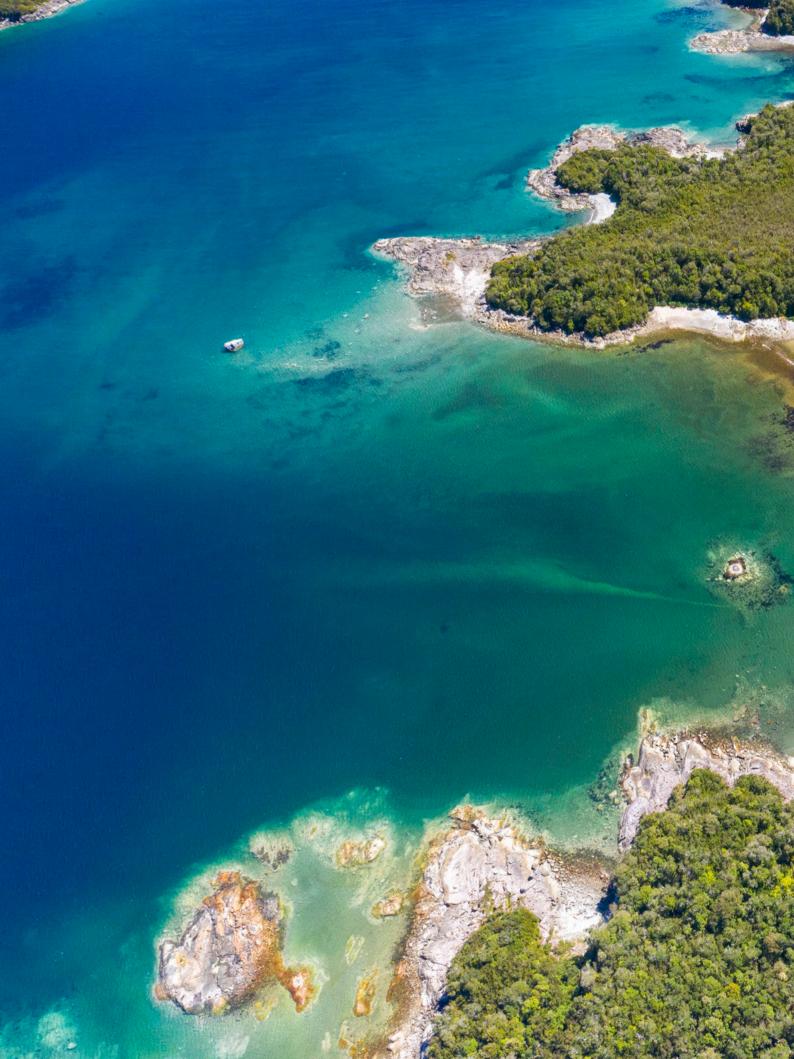






ÍNDEX

- 1. Cutting-edge philanthropy
- 2. Institutional Framework of FCS
- 3. Philanthropic Deployment in Times of Pandemic





WORKING AT THE SERVICE OF COMPREHENSIVE AND SUSTAINABLE DEVELOPMENT

Philanthropy Cortés Solari (FCS) is a non-profit institution that seeks to promote the comprehensive and sustainable development of Chile, through scientific research, education and conservation of strategic ecosystems for climate change. This is in line with the Sustainable Development Goals (SDGs) of the United Nations (UN).

FCS understands the need to promote sustainable development, from a multidimensional and forward-looking perspective, which involves the creation and promotion of social, cultural, scientific and environmental value in the country and the world. To this end, FCS has three foundations, Tata Mallku, Caserta and MERI, which promote culture, education and science; as well as three territories called Elemental Reserves, which are natural laboratories for the effective conservation of strategic ecosystems for climate change, located in San Pedro de Atacama, San José de Maipo and Northern Patagonia, respectively.





COLLABORATING WITH THE SDGS

The Sustainable Development Goals (SDGs) aim to prevent present actions from compromising the resources of future generations by simultaneously considering the analysis of environmental, social and economic factors.

The challenges posed by the SDGs require actions that engage other agents, in addition to the public sector, especially in the so-called developing countries, where public resources could be insufficient for their fulfillment (OECD, 2018). Thus, the relationship between the SDGs and philanthropy raises the question of how the latter can contribute to this great global challenge, looking towards 2030.

FCS has sought to be part of this initiative through its network of foundations and Elemental Reserves. Thus, both the conservation actions carried out in the territories, as well as the programs developed by the foundations, have the SDGs as a reference, becoming one of the pillars for the design of the programs implemented during this period.



OUR VALUES AND PRINCIPLES

FCS seeks to promote a series of values and principles such as integrity, solidarity, perseverance, respect and love for Chile. We promote these values in the actions of all the foundations and Elemental Reserves, which seek to promote comprehensive and sustainable development through the rescue and dissemination of our cultural heritage (Tata Mallku), the conservation, research and promotion of marine and terrestrial ecosystems of our country (MERI), and the promotion of integral education (Caserta).

In turn, we understand philanthropy as a set of private sector actions for the public good. In this context, we are guided by three key principles:

- Philanthropy places human beings and their actions at the center of its actions.
- Philanthropy expresses a set of values associated with human wellness, based on ethical values.
- Philanthropy has no political, religious or dogmatic affiliation.









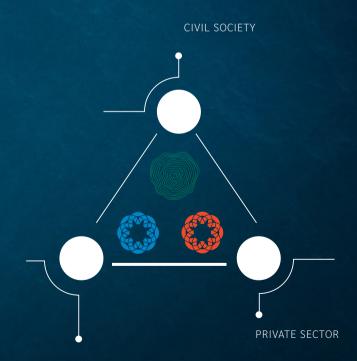




VIRTUOUS TRIANGLE:

We understand that a successful public policy in its diagnosis, design, implementation and impact requires the collaboration of all sectors of society. In this sense, we seek to foster alliances from the so-called virtuous triangle (public sector, private sector, civil society), in the areas of action that are part of the institutional mandate (science, education, culture and conservation), in order to:

- Promote comprehensive and sustainable development in Chile.
- Increase the degree of impact and efficiency of the programs and projects carried out by the foundations and reserves.
- Replicate the programs that are considered successful, in order to increase the number of beneficiaries and their coverage.



PUBLIC SECTOR



INSTITUTIONAL FRAMEWORK OF FCS

INSTITUTIONAL FRAMEWORK

Philanthropy requires an institutional framework capable of guaranteeing the continuity of its actions over time, as well as high standards of management and transparency that can provide accountability for the impact of its programs.

For this reason, since 2018 FCS has the so-called transversal areas, which aim to ensure and assist in the fulfillment of the mission and work plan of each of the sectoral foundations and Elemental Reserves, supporting their work.





FOUNDATIONS

ELEMENTAL RESERVES



RESERVA ELEMENTAL PURIBETER



RESERVA ELEMENTAL



Non-profit legal entities in charge of designing, promoting and executing projects and programs in Science, Education, Culture and Conservation, in coherence with the philanthropic mandate.





PHILANTHROPIC FUND

Non-profit legal entities in charge of designing, promoting and executing projects and programs in Science, Education, Culture and Conservation, in coherence with the philanthropic mandate.





Executive PresidentFrancisca Cortés Solari

Patricia Morales Errázuriz



Board Margarita Ducci



Marcelo Mena



Garo Konstantidinis



Patricia Morales Errázuriz



José Manuel Palacios



Assistant

Maricel Betancour



Legal Department

General AttorneyJosé Manuel Palacios



Administration and Finance

Director Hugo Hidalgo



Treasurer Tania Martínez



AccountantMarcelo Rebolledo



Human Ressource

DirectorJosé Monsalve



Junior Analyst Yanina Cortés



EXECUTIVE TEAM

We are a diverse team, with multiple backgrounds and profiles. It is our firm belief that having a multifaceted perspective allows us to design and implement relevant and efficient quality projects. We would also like to take this opportunity to thank previous members of our team who over the years have taken other paths.

Marketing and Strategic Communications

Director Karen Klenner



General EditorMarisol Camiroaga



Digital
Art Director
Felipe Sánchez



DesignerJuliana Lyon



Development

Development DirectorAgustina Lo Bianco



Studies

Study / CED
Nicolás Fernández



Social Media María José Juan



Social Media María José Torres



Webmaster/HTLMPablo San Martín





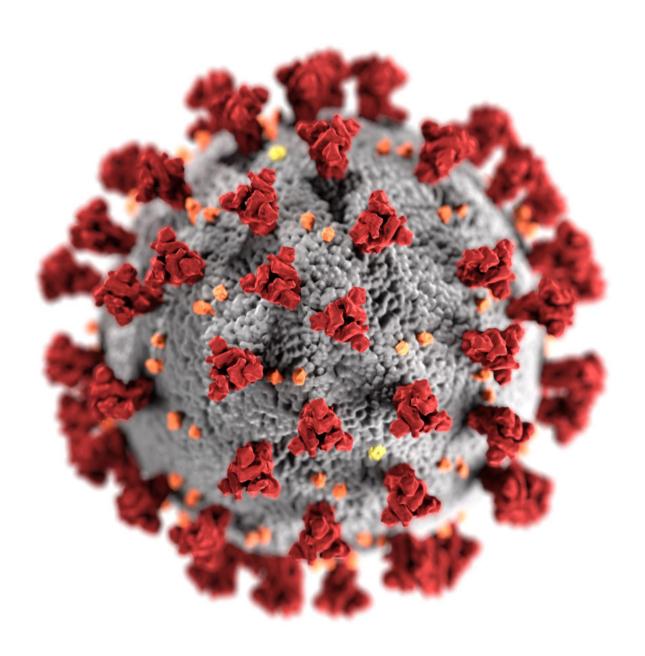
PHILANTHROPIC DEPLOYMENT IN TIMES OF PANDEMIC

BETWEEN SOCIAL CRISIS AND PANDEMIC (COVID-19)

2020 was a year that was marked by the Covid-19 pandemic, an event of unseen proportions in recent human history and whose ultimate impact is as yet unknown. In Chile, there was also a deep social crisis at the end of 2019, which resulted in a constitutional constituent process and evident social and cultural change.

The pandemic completely altered and modified the way in which institutions and citizens relate, with digital platforms and social media acquiring a growing and unprecedented importance, forcing the community to lockdown and resulting in remote work, within a context of high economic and social instability.

In this context, and considering the social and climatic urgency humanity is facing, the FCS teams sought to develop a strategy that guaranteed coverage, efficiency and impact in our actions.



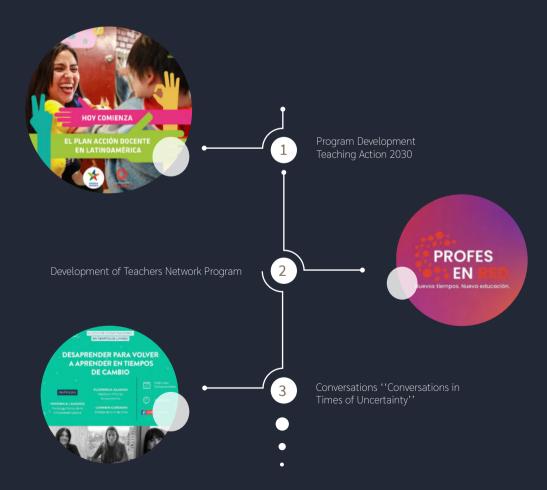
FLAGSHIP PROJECTS

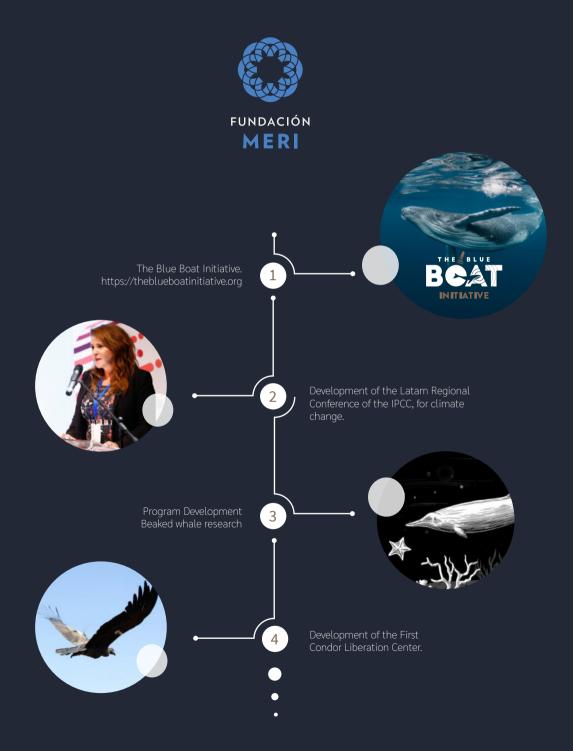
2020

Together with our foundations and Elemental Reserves, we established flagship projects, which are projects that due to their technical characteristics or level of maturity, have the potential for scalability, impact and influence.

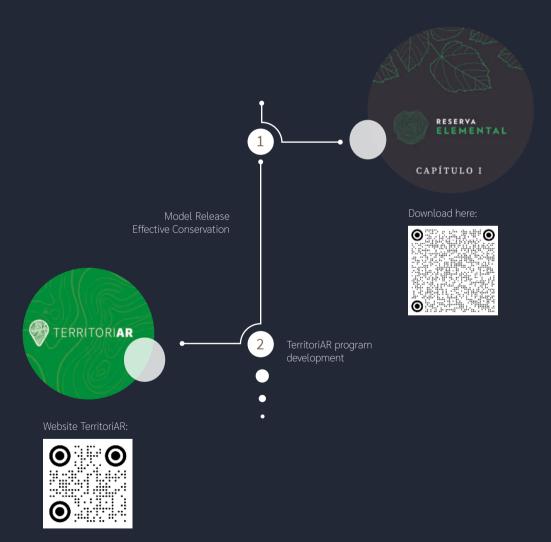
During the pandemic, it was decided to strengthen these projects in order to accelerate progress and number of beneficiaries, without endangering all the other lines of work associated with MERI, Caserta and the Elemental Reserves.











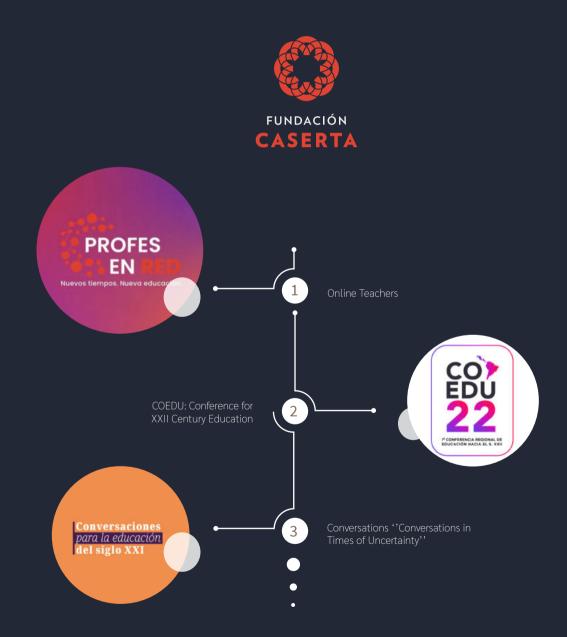


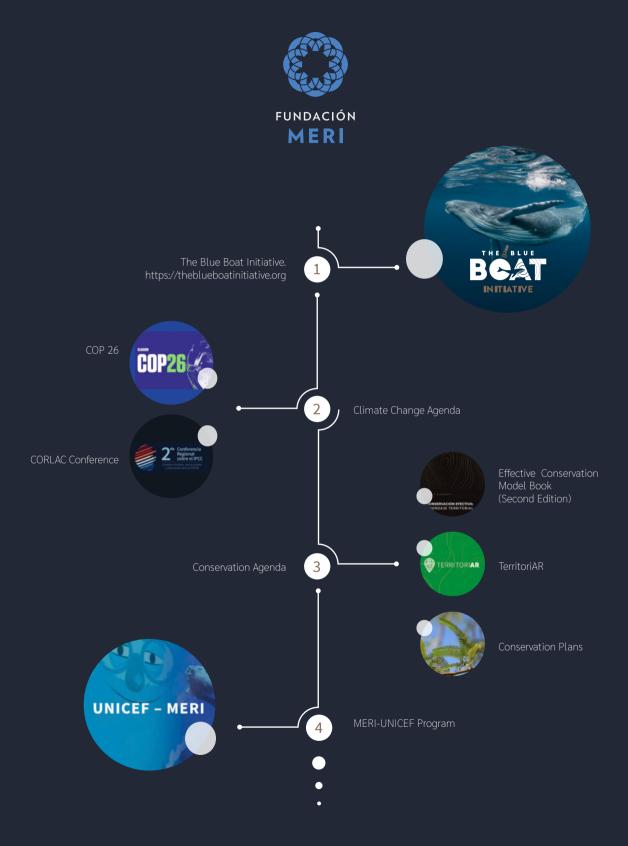
FLAGSHIP PROGRAMS

2021

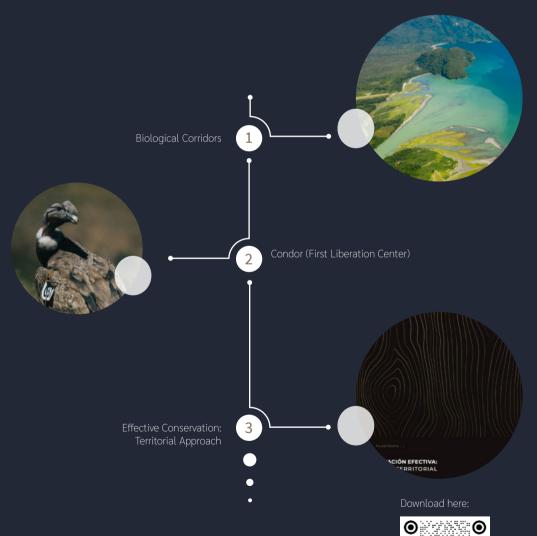
During 2021, FCS continued to develop its regular programs, while increasing its flagship projects to 12. This consolidated its work in the service of sustainability in

both the foundations and reserves, with a strong emphasis placed on scientific development, advocacy and innovation.











ENGAGEMENT AND DIGITIZATION

Along with defining the emblematic projects to be developed during the pandemic, the Philanthropy Cortés Solari group began a digitalization process that allowed us to extend the frontiers of what is possible, developing remote educational and outreach programs, while engaging with the community through new platforms.

CIVIL SOCIETY PARTNERSHIP

During 2020-2021, FCS, the foundations and reserves strengthen their ties with civil society.

Some of these programs include:

a. Community of solidarity organizations

MERI became a full member of Comunidad de Organizaciones Solidarias (Community of Solidarity Organizations).

b. South Slope

We established a strategic partnership for community awareness of conservation targets and their byproducts.

LNDERN SUR

c. Learning at Home

MERI Foundation, Caserta and the Elemental Reserves participated in the #AprendoEnCasa (home learning) initiative, available in eight Latin American countries, including Chile. The initiative has been providing teaching and educational material to students, teachers and families throughout the region since the beginning of the pandemic.

#AprendoEnCasa

PUBLIC SECTOR PARTNERSHIP

During 2020 and 2021, partnerships with the Government of Chile and its different bodies were strengthened.

a. Ministry of the environment

MERI consolidated its participation in the National Noise Work Group. In 2020, MERI, together with the Ministry of the Environment, started the Blue BOAT Initiative. This national project strengthened its institutional framework in 2021, which gave rise, among others, to the Technology Work Group, which is in charge of defining the technical characteristics of the buoys to be installed in Northern Patagonia, to protect cetaceans and mitigate climate change.

MERI joined the ministry's list of formal providers of Environmental Education Programs.



b CHII FAN NAVY

We developed Environmental Education Programs for high command, in addition to our permanent work related to The Blue BOAT Initiative project.



c. MINISTRY OF CULTURE

We established a strategic partnership with the Regional Museum of Aysén, located in Coyhaique, to carry out environmental education and scientific development programs.



d MINISTRY OF FOUCATION

We sponsored the Profes en Red program, which seeks to provide technological support to teachers, as well as learning experiences in socioemotional education.

INTERNATIONAL PARTNERSHIPS

During 2020 and 2021, FCS reinforced its international partnerships in order to enhance its projects.

IPCC

- This partnership, initiated at the end of 2019, following the co-organization of the Scientific Pavilion at COP 25, was strengthened during 2020 and 2021 with the organization of the First and Second IPCC Regional Conference on Climate Change.
- Both multi-day conferences brought together scientists and decision-makers from Latin America.
- The Ministry of Science, the Ministry of the Environment and CELAC participated in the organization, together with MERI, and were sponsored by ECLAC and the EU.



WMO

• This partnership, which, as with the IPCC, has its origin in the co-organization of the COP 25 Scientific Pavilion, was strengthened in 2021 with the organization of the COP 26 Scientific Pavilion, which held more than 70 panels with international climate experts.



Monaco Science Cente

This partnership initiated the internationalization process of MERI Foundation.

One of the highlights was the 5th Workshop on Economics and Ecosystem Services, organized by the CSM, where MERI was invited to participate in the working group in charge of preparing the Policy Brief on Oceans and Ecosystem Services.

Harvard University

This partnership gave rise to the Primera Regional Conference on Education for the 21st Century XXII (1st Regional Conference on Education for the 22nd Century), COEDU 22, jointly organized by Harvard, MERI and Caserta Foundation.



Digitization

The digitization process deployed in 2020, in wake of the pandemic, was aimed at migrating face-to-face programs to a remote platform, while connecting us to the community, during the lockdown period.

This effort was consolidated during 2021, with the creation of a digital platform for the Regional Conference on Climate Change, www.corlac.org, as well as the streaming of the entire COP 26, with simultaneous interpretation, through the new FCS media www.fcs.tv

DIGITIZATION OF SOME OF THE EDUCATIONAL MATERIALS



Effective Conservation Model



Material for Learn at Home program



Blue Whale Infographic



Infographic Conservation and Health



Documentary Zifio: The last trip.



Comprehensive Learning Campaign



Blue whale capsules



Youth Story Leading my future



Scientific and educational content.

REMOTE MEETINGS AND DISCUSSIONS































LAUNCHING OF THE REMOTE DOCUMENTARY FILM SERIES











PLATFORMS





Coverage

The process of digitization and prioritization of flagship projects increased MERI's coverage and impact. The figures are displayed below.

MERI- VTR Foundation Partnership: 2 million people reached, with content broadcast twice a day, between May and September 2020.

Results of the webinars and discussions: Caserta: 584,587 views in 2020. Caserta: 473,700 views in 2021. MERI: 8,818,670 views in 2020.



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- 3. Team
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- 5. Human Development Map
- 6. Flagship projects 2020 2021
- 7. Media appearances







ABOUT US

Purpose

Promoting comprehensive education for sustainable development

Caserta Foundation is a private, non-profit organization with 19 years of experience in education, leadership and outreach. Chaired by its founder, Francisca Cortes Solari, Caserta has been characterized by designing and implementing comprehensive education programs for the creation of social value.

Caserta is looking to contribute to the paradigm shift of "a 19th century educational model, with teachers trained in the 20th century and students and teachers facing 21st century challenges."

Caserta's programs aim to train agents of change for a society facing challenges in its transition towards a comprehensive and sustainable development model. In this sense, Caserta works closely with the virtuous triangle (public sector, private sector, and civil society), from a holistic and territorial perspective.

Caserta Foundation began its journey with the vision of improving the quality of education in Chile, helping build a country with comprehensive and sustainable development. It began its activities by valuing learning within nature, because it understood that education extends beyond the classroom. Thus, for 19 years, it has been addressing wellness in education, and has understood that we can only learn from what we love and care for.

2021 was a year in which we were able to adapt to change and transformation during the pandemic, generating significant links with students, educators, teachers and school communities, both nationally and internationally.

Mission

Since 2003, we have been working in three areas: Training and Learning, Sustainable Leadership and Outreach and Mediation, while promoting a comprehensive education from an experiential methodology at the service of the educational community and agents of change, both in Chile and in the world

We are promoting skills for the future, with an emphasis on participation, coexistence, teamwork, effective communication, problem solving, valuing diversity and developing critical and creative thinking, within the framework of caring for people, valuing life and the environment.

Education and Learning:

This line of work seeks to promote a comprehensive quality education, from an experiential methodology that is at the service of educational communities and agents of change in Chile and the world. Through our programs we seek to develop personal and collective skills and values that are relevant to the issues and needs of the participants, their contexts and communities.

Sustainable Leadership:

This line of work seeks to implement youth leadership training programs together with diverse educational and social actors to build sustainable communities in Chile and Latin America.

Outreach and Mediation:

This line of work considers the design and implementation of cultural mediation programs from an experiential methodology for non-formal education. In particular, it seeks to promote new ways of thinking and articulating the relationship between art, science, technology, territory, and society, based on a comprehensive vision of what it means to be human. Likewise, the field of action of this area was strengthened and deepened by the COVID-19 pandemic. Through digital platforms, it led to the development of multiple conversations, dialogues and meetings with the national and international community.











Caserta arose from the need to trigger an individual and collective change of awareness and paradigm, in terms of education and training, in order to achieve the desired sustainable development. Its proposal that sought to respond to the need for a comprehensive, multidimensional and quality education that could face the needs of the 21st century.

The global environmental, social and economic crisis, Chile's transformations, and the pandemic, have forced the educational community to rethink its role, responsibilities, mission and methodology.

A new education for a new century requires embracing the mind, body, emotions, and spirit, while being innovative, active and experiential, with a strong emphasis on socioemotional development.

To meet these challenges, tomorrow's students require much more than curriculum content. They need to:

- Acquire competencies that enable them to solve problems in a complex, constantly changing, digital world.
- Become aware of their natural environment and develop a sense of belonging to the ecosystem.
- Connect with their roots, their territory and their history to develop an inclusive future
- Grow in an integral manner, learning from the individual to the collective, from the mind, body, emotions, and spirit.

Since its inception, Caserta proposed to focus its efforts on the multidimensionality of being and the need for a comprehensive education, able to accommodate the multiple dimensions of the formative process.







During this period, the educational programs linked to sports and physical activity were maintained, incorporating actions associated with the development of wellbeing. While the development of leadership in young people remained a constant in our history, the coverage and themes were expanded. The students' families were included in the activities. provided The methodologies spaces for girls and boys to play a leading role in their own learning. Within the team, psychologists, educational psychologists other professions were included to promote a multidisciplinary perspective, innovating in the integral development of humankind.

Programs for teachers in the area of wellness were initiated and the network of schools with which we work was expanded. Nature would become the classroom, and a large part of the programs were developed in the FCS' Elemental Reserves, natural laboratories for effective conservation, located in three strategic latitudes: 22° (San Pedro de Atacama), 33º (San José de Maipo) and 44° (Northern Patagonia). Original content documents were generated. including manuals. protocols and guides that consolidate the Caserta methodology. In addition, we continued to broaden the spectrum of content, promoting nutrition and wellness activities as an educational crosscutting focus.

2003

2009

2002

Caserta was born from the "Color Esperanza" (Color Hope) project, promoted by its founder Francisca Cortés Solari. The purpose of this comprehensive education program was to develop leadership skills in

children at an early age, through

activities linked to sports.

Considering the beneficial effects nature has on learning, Caserta Foundation decided to integrate, in 2008, the values and attitudes associated with sustainability in its programs. This is when the first education and ecology programs emerged, from a comprehensive approach, complemented by artistic

activities with a strong emphasis on

2008

personal growth.

2010 - 2012

This period consolidated outdoor learning along with youth leadership activities. The concept of sustainable development gained strength in the world and was integrated into the Caserta seal and methodology.









One of the most significant milestones for Caserta happened during this period, when the conceptual framework of Caserta's programs was consolidated, the Map of Integral Human Development, which has structured and inspired each of the Caserta projects ever since.

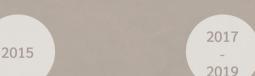
Two new areas were born: Caserta School, which aimed to train professionals as agents of change that positively influence the world of education from their workspace; and the line of action called Cultural Mediation, an area that sought to integrate art, science and education.



2013 2014

2016







At this stage there were already various types of programs, including routes inside the Likandes Elemental Reserve (located in San José de Maipo, Metropolitan Region), such as "Worlds" and activities that promote comprehensive development in different dimensions, summer schools, among other initiatives. Partnerships were established with different institutions such as MINEDUC and the Municipality of Peñalolén, in order to give continuity to the programs. Sustainable solar panel technologies, neuroscience expertise and the arts were incorporated to complement the activities and programs.

These years marked the international expansion of Caserta Foundation, as it partnered with ECLAC, UNICEF and América Solidaria for the development of the youth leadership program in Latin America, CONCAUSA.

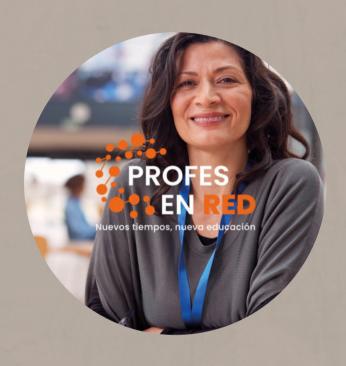
Caserta also initiated a process of continuous evaluation of its programs, together with the FCS Center for Sustainable Development Studies, to improve their impact.

The pandemic meant a great change for Caserta as it had to move its program offerings to a remote education platform.

The challenge was not only digital, as it was necessary to deal with the arrival of a new agent in the training process, a middle point between teachers and students: online education.

Since then, Caserta Foundation has focused on education programs and socioemotional and digital support, through a national collaborative network of teachers. This is how the **Profes en Red** program was born.





2021

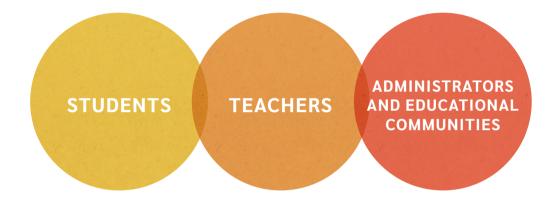
During the second year of the pandemic, Caserta successfully strengthened its three lines of action in the remote modality. The Education and Learning line of work developed two versions of Profes en Red; the Sustainable Leadership line implements the program Liderando Mi Futuro (Leading my Future) for the Peñalolén municipality (CORMUP together with REDUCA); and the Outreach area achieves several milestones, among them: the program Conversaciones para la Educación del Siglo XXI (Conversations for Education in the 21st Century), as well as COEDU22, which is the First Regional Conference on Education for the 22nd Century.





138.939 RECIPIENTS

DURING 19 YEARS OF TRAJECTORY



NUMBER OF RECIPIENTS AND IMPACT OF OUTREACE 728.239

DURING 19 YEARS OF TRAJECTORY
BETWEEN STUDENTS, TEACHERS,
ADMINISTRATORS, EDUCATIONAL COMMUNITIES,
ORGANIZATIONS AND DIVERSE SOCIAL
STAKEHOLDERS



FCS Executive President Francisca Cortés Solari



FCS CEO atricia Morales Errázuriz







Carolina Albornoz
Executive director



Director Good Living AreaMaría José Tapia

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PARTNERSHIPS

EDUCATION AND LEARNING PROGRAMS













SUSTAINABLE LEADERSHIP PROGRAMS











OUTREACH PROGRAMS



MUSEO CHILENO DE ARTE PRECOLOMBINO



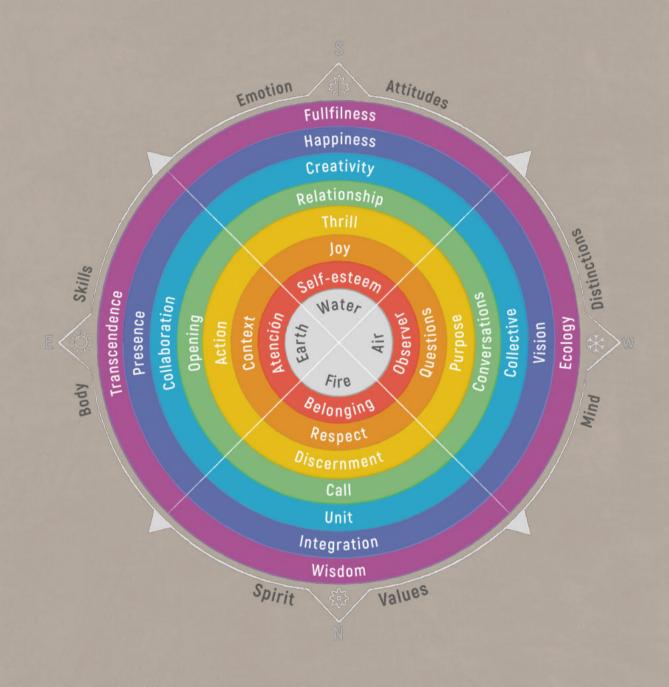








COMPREHENSIVE HUMAN DEVELOPMENT MAP



Legacy for humanity Passion for life Change of consciousness Opening of worlds Build an us Self confidence Collaborative relationships



The approach of Caserta Foundation, as an institution focused on promoting educational processes under a comprehensive approach, is centered on the conceptual framework provided by the MAP OF INTEGRAL HUMAN DEVELOPMENT (MDH, as per its Spanish acronym), which provides the theoretical basis for the design of our programs that seek to strengthen knowledge, skills, attitudes and values, distinguishing four areas of integral development:

- 1. Corporeal Dimension. This domain highlights the importance of actions. In order to learn we need to incorporate, that is to say, to "embody" what we are learning; to learn from experience in order to expand our capacity for effective action.
- 2. Emotional Dimension. We design learning experiences that promote joy, happiness and motivation. We establish bonds with those who participate in our programs, so that they feel confident and accepted as they are, carrying out activities that promote a healthy coexistence.
- 3. Mental Dimension. We generate different instances of conversation where learning to listen is as important as speaking. Through the use of open questions, we invite participants to reflect on what they discover, to share their questions and experiences, as well as to learn and open up to new ideas and knowledge.

4. Spiritual Dimension. The first thing we work on in this domain is the sense of belonging, recognizing that we are part of a group, a family or community. We develop experiences where we become aware of values such as respect and care for what each other is, for the environment we live in, individual differences and mutual recognition.

In relation to these dimensions, we seek to develop seven permanent objectives, called Learning Levels, which are developed progressively in the constant adventure of personal growth:

- 1 Self-confidence
- 2. Opening worlds
- Passion for life
- 4. Collaborative links
- 5. Building a "we
- 6 Growth in consciousness
- 7. Legacy for humanity

The proposal of the Map of Integral Human Development seeks to transcend the linear paradigm that characterizes traditional Western society, in order to migrate towards a circular paradigm that represents a new vision for the 21st century.

FLAGSHIP PROJECTS

During the second year of the pandemic, Caserta successfully strengthened its three lines of action in a remote modality, through multiple digital platforms.

If 2020 urged us to rethink the way we work in order to continue developing our main purpose, which is to contribute value to comprehensive education in Chile and the world, 2021 called us to deepen the impact and scope of our work, exploring different platforms. Thus, the Profes en Red program developed two versions during the year. This was because the area of teaching continued to present critical needs when facing the multiple modalities of remote, hybrid and/or face-to-face learning, for the second consecutive year and with constant changes.

We also invited the entire community to participate and reflect on this in a townhall meeting "Conversaciones para la Educación del Siglo XXI" program, with diverse and enriching visions. In addition, together with various stakeholders and social and cultural leaders, we created a #VocesdelCambio (Voices of Change), which paid tribute to Extraordinary Teachers, true agents of change who embodied one of the deepest purposes of teaching: connection, accompanying self-learning, awakening curiosity and talents.

This year we celebrate the publication of "Oficios Ancestrales: Relatos Andinos del Desierto de Atacama y de los Andes" (Ancestral Trades: Andean Stories from the Atacama Desert and the Andes). Almost four years of field work resulted in a collection of 14 books that highlight the crafts of the Likanantay and Quechua Indigenous peoples, fundamental pillars in the memories of our ancestors and the knowledge that is transmitted from generation to generation. This educational material highlights 14 first-person cultural representatives and is now available in libraries, cultural centers, schools and universities throughout Chile.

2021 ended with the organization of the First Regional Conference on Education for the 22nd Century, COEDU22, which brought together 30 speakers from more than 15 countries and more than 2,500 registered participants.

As mentioned earlier in this Report, following the mandate of Filantropía Cortés Solari, Caserta Foundation has focused on the development of the "Flagship Projects," whose characteristic lies in the level of maturity they have. That is, impact initiatives or projects, which can be replicable, scalable and generate collaborative partnerships to work under the criteria of the virtuous triangle.

It is with great pride and gratitude that we share the work of the Caserta Foundation team during 2021, its scope and impact:



Education and Learning Line:

Profes en Red

It is a program that gathered teachers from all over Chile and Latam, exchanging intercultural knowledge, empowering them, supporting them socio-emotionally and enhancing their self-efficacy for their new teaching role during the pandemic. Profes en Red is Caserta's way to respond to the need to collaborate and support the pedagogical work of teachers from various communities and regions of Chile. This from a comprehensive education that connects socioemotional areas and the development of digital skills, to meet the current challenges, in relation to the educational contingency caused by COVID-19.

The initiative proposes several areas of support aimed at:

Strengthening educational practices based on Comprehensive Education, through socioemotional support.

Developing digital knowledge and skills (CAT, ICT for Empowerment and Participation) in teachers.

Promoting networking and cross-cultural collaboration.

Caserta stresses that the current social and health situation requires the urgent linking of teachers and diverse educational communities, in territorial geographical contexts, as a network that supports, links and connects the development of teaching skills. Cooperation, the exchange of intercultural knowledge, collective learning, problem solving, the search for creative solutions, the exploration of new methodologies and contemporary didactics, are challenges and opportunities that emerge in contexts of change and uncertainty.





IMPACT DATA:

144 teachers throughout Chile were directly benefited during 2021 by the Profes en Red program, reaching an overall indirect impact on 3,065 Chilean students.

1º Semester

72 teachers from 28 municipalities and 7 regions of Chile. Indirectly benefiting 1,625 students in the country.

2° Semester:

72 teachers from 46 municipalities and 11 regions of Chile. Indirectly benefiting 1,440 students in the country.

Liderando mi Futuro

This is a program that was developed in 2017, by Caserta Foundation, in collaboration with the Municipal Corporation of Peñalolén (CORMUP), for students with interests in leadership skills.

In 2021, the project was adapted to the pandemic and the new health conditions in the country, becoming an online program, developed by Caserta Foundation for CORMUP together with REDUCA. The project is aimed at students from 7th grade to 11th grade, who have shown leadership skills, commitment and interest in their school and/or neighborhood environment, in order to develop actions that impact their lives and communities. The purpose of this new online version was to develop transformative

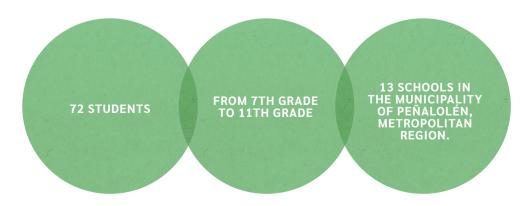
leadership so that girls, boys and youth acquire self-knowledge tools that allow them to reflect, establishing critical thinking, in order to exercise their role as citizens. In addition, a network of connected leaders was built, developing links and teamwork skills between them and their environments.

During 7 weeks, Liderando Mi Futuro 2021 encouraged girls, boys and young students to develop their leadership based on sustainable projects, increasing their self-efficacy, their project management skills and generating collaborative links with their community.





IMPACT DATA:





Outreach Line:

1. Conversaciones para la educación del siglo XXI

This program, with almost half a million views and more than 1.3 million impressions on social media, opened a space for active listening between directors, teachers, students, scientists, politicians, artists and experts from different areas, who talked about a new education for this new Chile, and the challenges involved in the transformation

FIRST SEASON

Chapter 1: What do we mean by Quality Education? Guests: Mario Waissbluth, Founder of CSP, Universidad de Chile and Fundación Educación 2020; Ana María Raad, Founder of Fundación Reimagina and Director of "AprendoEnCasa"; Cristián Cox, Director of the Centro de Políticas Comparadas en Educación (CPCE) of Universidad Diego Portales; and Sylvia Eyzaguirre, PhD in Philosophy and researcher at CEP.

Chapter 2: Comprehensive Education in a New Constitution Guests: Agustín Squella, National Award for Humanities and Social Sciences; Mariana Aylwin, former Chilean Minister of Education; Mario Aguilar, former National President of the Colegio de Profesores and current President of the Colegio de Profesores Metropolitano; and Tomás Recart, Executive Director of Enseña Chile.

Date: March 31, 2021.

Chapter 3: The Challenges of Emotional and Spiritual Education in the New Chile

Guests: Francisca Cortés Solari, founder and Executive President of Filantropía Cortés Solari; and Juan Casassus, philosopher, educator and Director of the School of Emotional Education.

Date: April 14, 2021.













Chapter 4: Comprehensive and Inclusive Education in the New Constitution

Guests: Cristián Bellei, sociologist, candidate for Constituent District 7; Emilia Schneider, trans activist, former president of FECH and candidate for Constituent District 10; Carolina García, founder of Fundación Comunidad Inclusiva and candidate for Constituent District 13; and Gladys Barraza, teacher, Director of the Instituto de Desarrollo Humano of Coquimbo and candidate for Constituent District 5. Date: April 29, 2021.

Chapter 5: Extraordinary Teachers, the Craft and the Memory

Guests: Manuel Calcagni, Nadia Valenzuela and Paulino Pérez Vera, teachers from different regions of Chile awarded with the Global Teacher Prize.

Date: May 12, 2021.

Chapter 6: Comprehensive Education and Leadership in the Territory

Guests: Carmen Montecinos, PhD in Educational Psychology, Executive Director of the Centro Líderes Educativos PUCV and senior researcher at the Institute for Advanced Studies in Education of the Universidad de Chile; Nicolás Cruz, founder of Base Pública and Junto al Barrio; and Regina Rivera, psychologist and Interim Director of Education of the Municipal Corporation of Peñalolén. Date: May 26, 2021.

Chapter 7: Comprehensive Education and Global Citizens Guest: Amanda Céspedes, physician and child and adolescent neuropsychiatrist. Education specialist. Founder and President of Fundación Educacional Amanda. Date: June 9, 2021

Chapter 8: The Challenges of Intercultural Education Guests: Isabel Tito Colque, teacher in San Pedro de Atacama, Licanantay descendant (millenary inhabitants of the Salar de Atacama basin); Carolina Albornoz, Executive Director of Caserta Foundation and intercultural mentor; and Eligio Salamanca, teacher at Escuela Básica Quelhue, Pucón, and Global Teacher Prize Chile 2016.

Date: June 23, 2021



SECOND SEASON

Chapter 1: Harvesting Seeds

Guests: Antonia Herrera, physical trainer and dancer; and Alexander Pérez, hip hop singer, rapper and musician. Both young people who participated in Caserta Foundation programs in 2013, shared their current lives and how the transformative learning experience changed their future. Date: October 6, 2021.

Chapter 2: Leading Change in Education

Guests: Lorena González Muñoz, English teacher, BA in Education, MA in Educational Leadership and Management and Fulbrighter 2003-2004; and Sergio Herskovits, lawyer and educator, Director of the Hebrew Institute Doctor Chaim Weizmann, Chile.

Date: October 20, 2021.

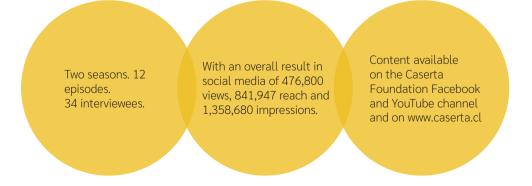
Chapter 3: Learning is a Game.

Guests: Verónica Abud, teacher and Director of Fundación La Fuente; and Ragnar Behncke, anthropologist and researcher on the evolutionary roots of play and laughter. Date: November 3, 2021.

Chapter 4: Comprehensive Education in Teacher Training Guests: Tatiana Torres, Elementary Education teacher, specialist in Language and Communication; Raúl Baeza, Mathematics teacher for 35 years; Karla Saldías, Visual Arts teacher in Elementary and Secondary Education; and Cecilia Silva, History and Geography teacher for 20 years. Date: November 17, 2021.



IMPACT DATA:



2. Coedu22. 1st Regional Conference on Education for the 22nd Century

Reaching more than 15 countries, with 2,500 registered participants and great impact at the Latin American level, the First Regional Conference on Education for the 22nd Century, COEDU22, was held on November 24, 2021. We brought together leading national and international experts, who exchanged knowledge on the upcoming challenges of education for the new century.

Organized jointly by David Rockefeller Center for Latin American Studies (DRCLAS), Chile Regional Office Harvard University, AprendoEnCasa, Caserta and MERI Foundations, this meeting was supported by UNESCO and sponsored by the Ministry of Education of the Government of Chile, MINEDUC. The main objective of this initiative was to learn about educational experiences and methodologies during the pandemic, as well as to analyze and discuss the need to move towards a paradigm shift in education, in order to promote a Comprehensive Education for Sustainability. More than 30 experts exchanged experiences, studies and methodologies with a view to the challenge of creating a comprehensive educational model, where socioemotional and intercultural education and sustainable development, among other topics, were the key topics.

COEDU22 featured the following keynote presentations and panel discussions.

Panel 1: Comprehensive Education for Sustainable Development

The keynote presentation was given by Cristián Cox, sociologist from Universidad Católica and PhD from the University of London, current Director of the Centro de Políticas Comparadas de Educación and professor at the Universidad Diego Portales. He addressed today's education, the dynamics that represent the current crisis as a problem and at the same time as an opportunity to

move towards sustainable development, giving way to the first panel discussion moderated by Patricia Morales Errázuriz, General Manager of FCS, together with speakers Javier Murillo, Director of the UNESCO Chair in Education for Social Justice at the Autonomous University of Madrid (UAM); María Gabriela Siufi García, BA in Psychology from the University of Tucumán; Francisca Cortés Solari, Executive President of FCS; and Carmen Montecinos, psychologist and PhD in Educational Psychology.

Panel 2: Socioemotional Education in the New Educational Model

The keynote presentation was led by Amanda Céspedes, physician and child neuropsychiatrist, graduated from Universidad de Chile and with a postgraduate degree from the University of Torino, Italy; current Director of the Instituto de Neurociencias Aplicadas a la Educación y Salud Mental del Niño and founder of Fundación Educacional Amanda. The panel, moderated by Joaquín Walker, was composed of Ragnar Behncke, cultural biologist of the Fundación La Fuente's project "La evolución del aprendizaje" (The Evolution of Learning); Jason Angress, environmental educator who works to bring the natural environment into the classroom and viceversa; Nicolás Fernández, psychologist, coach and Master in Research Methods in Social Sciences; and Laura Lewin, professor in English language with specialization in the University of California-Reverside USA, England and Australia.

Panel 3: The Challenges of Intercultural Education

Gunther Dietz was in charge of this keynote presentation. The anthropologist and senior researcher at Instituto de Investigaciones en Educación of Universidad Veracruzana, Mexico, addressed the teaching of different languages from the basis of cultural integration in schools, as well as how to build an inclusive and comprehensive education based on diversity.



FCS' Development Director Agustina Lo Bianco moderated the panel discussion, which included Carolina Albornoz, Executive Director of Caserta Foundation, intercultural educator and mentor; Marcelo Urresti, full professor of Sociology of Culture at the Universidad de Buenos Aires and regular adjunct professor of Contemporary Social Theory at UNSAM; and Nigel Crawhall, section head of UNESCO's "Local and Indigenous Knowledge Systems" program.

Panel 4. Distance Education in Times of a Pandemic

Richard Weissbourd, social-emotional education expert and author of the book "Los niños vulnerables" (Vulnerable Children), addressed distance education in times of pandemic, the role of social media in children's mental health and how to help them adapt to the new challenges of online education. The panel, moderated by Natalia Allende, was integrated by Ana María Raad, anthropologist, founder of Fundación Reimagina and Director of "AprendoEnCasa;" Carolina Albornoz, Executive Director of Caserta; Dinorah Singer, coordinator

of the Educational Agency CAF - Development Bank of Latin America; and Sergio Herskovits, lawyer and educator, Director of the Hebrew Institute Doctor Chaim Weizmann, Chile.

Panel 5: Environmental Education / Nature as a Learning Space

Under the topic "Nature as a learning space and its importance for environmental education," Peter Higgins shared a keynote presentation with an emphasis on the future of the planet. The reflections of the professor of Outdoor, Environmental and Sustainability Education at the University of Edinburgh, led to the last panel of COEDU22, moderated by Thelma Krug, Vice-Chair of the Intergovernmental Panel on Climate Change (IPCC), in which she participated along with Grace Nicole Rázuri, Bachelor in Marine Biology at the Scientific University of the South; and Gloria Howes, Director of Environmental Education at MERI Foundation; addressing the importance of integrating environmental education into the new curriculum to build a sustainable society.



3. Ancestral Trades: Andean Stories from the Atacama desert and the Andes

Trades represent an essential part of the memory of our ancestors and are passed down from generation to generation. This knowledge and traditions are passed from grandparents to parents and from parents to children.

In 2021, together with Elemental Reserves, Caserta Foundation published this collection and book that seeks to make these visible and value the knowledge and skills of Indigenous peoples through their own voices.

This work began in 2017 looking to reconnect us with what is essential: our memory. There were many interviews in the field, generating a bond of trust so that the culture people could teach us step by step their trades, as if it were a generous gift for future generations, giving life to a collection entitled "Ancestral Trades: Andean Stories of the Atacama Desert and Los Andres," which consists of 14 educational books on various trades of representatives of the Likanantay and Quechua indigenous peoples: Midwife,

Healer, Tinku, Metallurgy, Music, Agriculture, Andean Astronomy, Pottery, Textiles, Flowering, Milling, Adobe, Shepherding and Spinning, Weaving and Rope.

As a foundation we know that it is essential in this paradigm shift to know and disseminate the knowledge and ancestral practices of Indigenous peoples. In them there is wisdom and respect for nature and its cycles, which today are key. Through these living stories, the origin of each craft and its worldview loaded with symbolism and messages is made known.

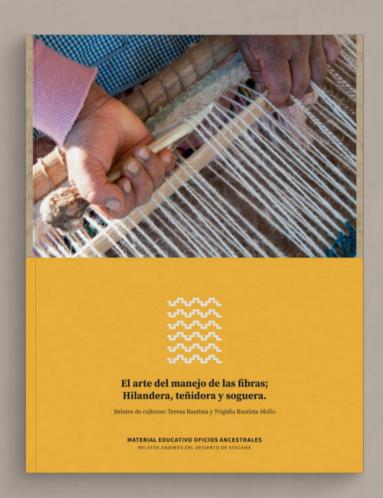
Caserta in partnership with Fundación La Fuente and Corporación Patrimonio Chile, made available this material that can be found in the National Library and community libraries (Conchalí and Santiago), in the Bellas Artes and Benjamín Vicuña Mackena museums, in the GAM and MAC cultural centers, in the Sociedad Protectora de la Infancia, and Adolfo Ibáñez, UDP and UDD universities, among other partner organizations and schools. A network of more than 70 libraries throughout Chile.











4. #VOCESDELCAMBIO - Voices of Change

In 2021, Caserta proposed to generate in the line of Outreach, a unique space, a field open to dialogue and active participation, a great digital circle that would represent the transformation of the so-called Digital Age in the current Age of Emotions. Thus was born the podcast campaign called #VocesDelCambio, created together with various social and cultural stakeholders, which paid tribute to those Extraordinary Teachers, true agents of change that embodied one of the deepest purposes of teaching: connection, accompanying self-learning, awakening curiosity and talents.

We thank these leaders, social agents and representatives of the world of art, culture, philosophy and science, who joined with enthusiasm and conviction, Caserta Foundation's #VocesDelCambio, managing to connect to 110,000 Chileans with their message on our YouTube channel:

Gastón Soublette (philosopher, musicologist and aesthete).

Beto Cuevas (national singer and composer).
Juan Carmelo (Andean cultor).
Ricardo Rozzi (philosopher and biologist).

Gonzalo Maza (screenwriter and Oscar winner with "A Fantastic Woman").

Antonia Zegers (theater, film and television actress). Florencia Álamos (neuroscientist and President of the Board of Directors and co-founder of Fundación Ciencia Impacta).

Humberto Sichel (journalist, television and radio host) Fernando Milagros (national singer and composer). Felipe Berríos (Jesuit priest).

Carol Hullín (PhD expert in Artificial Intelligence). Francisco Ortega (journalist, writer and screenwriter). Blanca Lewin (theater, film and television actress).

#VocesDelCambio is available on Caserta Foundation's YouTube channel.









5. #APRENDOENCASA - Learn at home

Educational platform collaboratively created by the regional office of Harvard in Chile, whose purpose is to democratize access to information by making relevant educational content available to civil society.

For the second consecutive year and in the context of the global pandemic, Caserta Foundation joined this collaborative initiative to support educational communities in Latin America, with digital content that can be useful when moving to a remote learning format, with a series of videos and infographics related to the Map of Integral Human Development, material linked to wellness and holistic learning.









MEDIA APPEARANCES

Opinion column in EMOL digital platform: "La Importancia del bienestar en la educación del siglo XXI" (The Importance of Well-Being in Education in the 21st Century). By Carolina Albornoz, Executive Director Caserta Foundation. Date: March 15, 2021.



Opinion column in the digital newspaper El Mostrador: "La importancia del bienestar en la educación" (The Importance of Well-Being in Education). By Carolina Albornoz, Executive Director Caserta Foundation. Date: April 28, 2021.



Opinion column in the newspaper La Tercera in print: "Educación más allá de la emergencia" (Education Beyond the Emergency). By Carolina Albornoz, Executive Director Caserta Foundation. Date: April 16, 2021.



Interview on Radio El Conquistador with Carolina Albornoz, Executive Director of the Caserta Foundation. Program Historias del Futuro with Cote Evans. Date: June 29, 2021







Opinion column in the digital newspaper El Mostrador: "No existe educación ni aprendizaje sin vínculos" (There is no Education or Learning Without Links). By Carolina Albornoz, Executive Director Caserta Foundation. Date: July 14, 2021.



Article in El Mercurio newspaper, printed and digital, Culture section: Launching of "Ancestral Trades: Andean Stories from the Atacama Desert and the Andes". Date: October 20, 2021.

Article in the digital newspaper El Mostrador: Launching of "Ancestral Trades: Andean Stories from the Atacama Desert and the Andes". Date: October 19, 2021.



Report in the newspaper El Mercurio printed and digital: Interview with Pete Higgins in the context of COEDU22 / Environmental Education and Outdoor Learning. Date: November 22, 2021.



Opinion section in Letters to the Editor, La Tercera print and digital: "Educación y Cambio Climático" (Education and Climate Change), in the context of COEDU22 / Comprehensive Quality Education for Sustainability. Date: November 26, 2021.

EDUCACIÓN Y CAMBIO CLIMÁTICO







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ABOUT US

Our vision

To inspire a sense of ecosystemic belonging among people so as to promote a sustainable society in harmony with the well-being of the planet and future generations.

Our mission

MERI Foundation (Melimoyu Ecosystem Research Institute) is a private non-profit institution whose mission is to carry out scientific research, environmental education, and advocacy, in partnership with communities, for the conservation of strategic ecosystems in Chile and the world.

MERI was created in 2012 to promote **scientific research** for the conservation of unique and strategic ecosystems in Northern Patagonia.

Starting in 2015, environmental education became a central driver for community engagement, and since then, MERI Foundation has been carrying out scientific research and **environmental education** at the service of the conservation of strategic ecosystems to mitigate climate change, thus expanding its work.

Since strengthening its organizational structure in 2018, MERI has been moving forward in the development of a third line of work related to **outreach and advocacy** activities and programs. All of this has been done from a framework that promotes the development of the virtuous triangle between the public, private, and civil society sectors, in order to provide accurate and relevant scientific evidence for decision-making in public policy, working side by side with national and international institutions.

Areas of work

MERI works in three lines of action, always in connection with the community:

- 1. Scientific Research
- 2. Environmental Education
- 3. Outreach and Advocacy

Scientific research

MERI's lines of scientific research are focused on the study of strategic ecosystems or species that are threatened, and whose conservation makes it possible to preserve the ecosystem of which they are part and mitigate climate change. The lines of scientific research are based on particular Conservation Targets (CT) in the territories and are grouped into two main areas:

- a. Terrestrial Ecosystems
- b. Marine and Freshwater Ecosystems

Environmental education

The Environmental Education line aims to promote the valuation and protection of Conservation Targets (CT) in strategic ecosystems to mitigate climate change, from an ecosystemic approach.

Community outreach and advocacy

For effective conservation, it is crucial to work together with the inhabitants and institutions present in the territory. MERI is involved with the communities mainly through scientific dissemination, environmental education, and cultural outreach activities, as well as through collaborative projects led by the public, private, or civil sectors.

At the same time, MERI's flagship projects involve rigorous advocacy work, whether environmental, economic, social, or cultural, in the service of conservation.

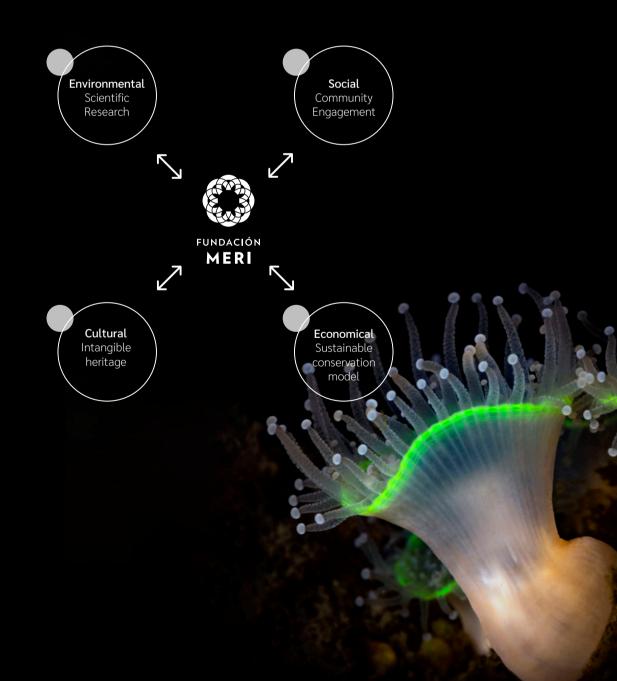


Methodology

MERI works on various Conservation Targets (CT) in territories and ecosystems that are considered strategic. This is done by reducing both direct and indirect threats.

However, conservation must be understood as a multidimensional phenomenon that goes beyond a strictly ecological or scientific approach.

For this reason, MERI works with the Effective Conservation Model, which is a multidimensional response, from the territory, to the conservation of strategic ecosystems and the mitigation of climate change.



MERI Board

Executive PresidentFrancisca Cortés Solari



Director Michael Grasty



DirectorMarcelo Mena



Executive team



Executive Director Ana María Molina Rugiero



Outreach Director
Daniela Daie



Environmental Education DirectorGloria Howes



Scientist of the Cetacean Area Catalina Velasco

Cetacean Area

Coordinator

Sonia Español



Environmental
Education Coordinator
Catalina Valencia







PARTNERSHIPS

During the 2020-2021 period, MERI set out to strengthen its strategic partnerships in order to promote the scalability of its flagship projects.



















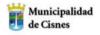






























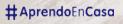






















































Effects of the pandemic

The global pandemic substantially altered the way institutions interacted with each other, as well as the possibility of carrying out scientific work in the field. Considering this, MERI decided to focus its efforts on:

- 1. The generation of new digital content and its permanent dissemination through platforms such as #AprendoEnCasa, Fundación VTR, CNN, and the dissemination websites of the Regional Conferences on Climate Change.
- 2. The development of the flagship projects, primarily focusing on those aimed at promoting climate change mitigation.
- 3. The development of national and international strategic partnerships for the dissemination of scientific knowledge, at the service of correct decision-making, as well as the conservation of marine and terrestrial ecosystems that are strategic to the mitigation of climate change.

In 2021, this work allowed us to take a step forward, and to project the future internationalization of MERI Foundation. In other words, we made an institutional decision to expand the horizon and coverage of the institution to other countries in the medium term.

To this end, the Outreach and Advocacy area was put at the service of MERI's flagship projects, in order to promote decision-making based on scientific evidence in environmental matters.

Digitization of scientific and educational content

The pandemic accelerated the process of digitization of MERI's content. The first step in this new work style was a collaboration with #AprendoEnCasa, an educational platform created by Harvard University, which seeks to facilitate access to educational content for students, teachers, and families.

This was a collaborative campaign between institutions throughout the region, which sought to support the educational communities of Latin America and the Caribbean with digital educational content. The free access platform was able to gather material from more than 50 organizations in Latin America, with a coverage of several million people.

MERI Foundation developed 4 modules with educational content of its own, as well as infographics (developed based on the Cetacean Expo).



In addition, MERI, in partnership with VTR, broadcast a series of short educational videos about the blue whale on Fundación VTR's channel, which launched in the midst of the pandemic.

These videos, which aired between May 20 and September 22, 2020 on channels 800 HD and 100 SD, as well as on YouTube @vtrchile, featured MERI's own scientists explaining the relationship between the health of whales, the conservation of the oceans, and our own health in an entertaining way for children and young people up to age 12.

Each episode taught viewers about threats and good practices for protecting our natural heritage, through three thematic pillars:

"The health of whales is a reflection of the ocean."
This episode dealt with the migration of whales from the Gulf of Corcovado, as a gateway to scientific

research and whale watching in Chile, and explained why they are an umbrella species, as well as good everyday practices.

"What do whales eat?" This episode addressed the environmental characteristics of Northern Patagonia and the Blue Whale as an umbrella species of the ecosystem.

"What do whales do when we don't see them?" This episode showed the scientific evidence on the acoustics of the Blue Whale, and how maritime traffic affects them. Good practices for whale watching were also addressed.

Direct Coverage: More than one million households. These short videos were aired twice a day between May 20 and September 22 (125 days), which is equivalent to 4,608 hours of airtime in total.















FLAGSHIP PROJECTS 2020-2021

As an FCS mandate, MERI Foundation, as well as Caserta Foundation, developed the so-called "Flagship Projects," which have a certain level of maturity to be classified as such. They are projects with the potential to:

Generate high impact.

Be replicable

Be scalable.

Generate collaborative partnerships within the framework of the virtuous triangle: public sector, private sector, and civil society.



1. The Blue BOAT Initiative (BBI)

The Blue BOAT Initiative project arose after more than six years of expeditions carried out by MERI, together with international researchers, in the Gulf of Corcovado, to study, among other topics, the behavior and circulation of whales and other cetaceans in Northern Patagonia.

From the beginning, MERI focused part of its Oceans Research efforts on whales, due to the ecosystem services they provide, for example, the capture of CO2, a key element in the mitigation of climate change.

However, our oceans and their species are under a series of anthropogenic threats, one of them being maritime traffic, which can result in ship strikes, causing injuries in marine mammals, including the strandings of whales, as well as hearing damage, disorientation, and loss of communication, among other consequences.

It is in this context that The Blue BOAT Initiative (BBI) was born. This project, which MERI Foundation carries out together with the Chilean Ministry of the Environment and with the participation of other international organizations, aims to protect whales and their ecosystem services for the mitigation of climate change.

The initiative will start in the Chilean Patagonia, an area where most Southern Hemisphere blue whales gather to feed, and will continue throughout the rest of the country.



Being a wide-ranging project, this initiative was divided into phases, each of which has its own objectives. In 2020, Phase I was completed, which consisted of:

- a. Developing the institutional framework of the BBI and establishing the Executive Committee and the Advisory Committee.
- **b.** Publishing the first international paper on the economic valuation of the ecosystem services of blue

whales in Northern Patagonia.

c. Launching the dissemination and communication platform: https://theblueboatinitiative.org/

In 2021, progress was made in the following areas:

- **a.** The establishment of the Technology Work Group and the Science and Citizenship Work Group.
- **b.** Determining the technology that will be used to warn vessels

of the presence of whales (a passive acoustic monitoring system and real-time detection) and to study the impact of climate change on the ocean, by choosing the oceanographic equipment to be installed.

c. Requesting and obtaining the necessary permits for the installation of the buoys, to be installed during 2022.



Passive acoustic monitoring of blue whales





2nd Blue Whale Expedition
- "Melimoyu Whale Song"
Album

2015



Passive acoustic monitoring of blue whales



1st Blue Whale Expedition



-Didactic Guide on Cetaceans **3rd** Blue Whale Expedition - Cetacean Environmental Education Program (Avsén)

- Donation of Cetacean Guide and Bailahuén to the entire Aysén Region









4th Blue Whale Expedition 1st Whales expedition Golfo de Penas - "Blue Patagonia" Documentary - Whale Animated Short Videos

2017

6th Blue Whale Expedition
- Zifio Expedition
- 2nd Whale expedition Golfo de Penas
- "CETACEA, Echoes of the Sea" Expo
- "Zifio's Last Journey"
Documentary
- COP 25
- 2nd Summer Campaign
"Whale in Sight







2018

5th Blue Whale Expedition
-- MERI-CCPLM Whales of
the Sea Expo
- 2nd edition of Didactic Guide on
Cetaceans
- Marine training

- Regular maritime traffic regulation with DIRECTEMAR

Program (Chiloé) - 1st Summer Campaign "Whale in Sight".





CLIMATE CHANGE AGENDA

2. Regional conferences on Climate Change

2020

As a result of the strategic partnership with the IPCC (Intergovernmental Panel for Climate Change), in March 2020, MERI carried out the First Regional Conference on Climate Change, Scientific Evidence, and Public Policy of the IPCC for Latin America and the Caribbean, together with the Ministry of Science, the Ministry of the Environment, the IPCC, ECLAC, and the European Union, with the participation of high-ranking representatives from each institution. Prominent national and regional authors of the IPCC reports were also present, within the framework of a varied and multisectoral thematic agenda that added value to the holistic view of Climate Change mitigation.















2021

During 2021, MERI organized two Conferences on the IPCC and facilitated the mass dissemination of the IPCC reports and associated analyses through an online platform:

The **2nd Regional Conference on the IPCC** took place in June 2021 and was co-organized jointly with CELAC and the IPCC. During this conference, several interdisciplinary discussion panels were held to address the following issues from a holistic perspective:

- 1. IPCC Report on Global Warming of 1.5°
- 2. IPCC Report on Climate Change and Land
- 3. IPCC Report on the Ocean and Cryosphere
- 4. Guidelines on the next assessment report, AR6

The 2nd IPCC Regional Conference on Climate Change, Scientific Evidence, and Public Policy for Latin America and the Caribbean was jointly organized by the Ministry of Science, Technology, Innovation and Competitiveness, the Ministry of the Environment, the IPCC, ECLAC, and the European Union. The four-day conference presented an elevated level of discussion around the evidence provided by the IPCC AR6 report.

In addition, as a result of the institutional partnership between MERI and UNICEF LACRO, a Youth Delegation, made up of 24 young leaders from Latin America and the Caribbean, also participated in the conference.

Impact data:

42 panelists from 15 countries in 9 panel discussions Development of a platform for broadcasting www.corlac.org

More than 1,000 participants connected via live streaming, more than 45,000 post-event views

Strategic partnership with CNN Chile and International, which functioned as the event's broadcasting channels, with great coverage

Relive the Conferences at:











Monaco Blue Economy Workshop

Between October 11 and 15, 2021, MERI participated in the Blue Economy Workshop, organized by the Centre Scientifique de Monaco (CSM) and the Foundation Prince Albert II de Monaco (FPA2), which aimed to draft Monaco's national proposal on nature-based solutions and marine ecosystem services, to be presented at the COP26 in Glasgow.

























Conference of the parties (COP 26)

From October 31 to November 12, 2021, MERI Foundation was in charge of the Science Pavilion of COP26, held in Glasgow, UK, together with the IPCC, WMO, UK Met Office, CSM, and FPA2.

For the second consecutive year, MERI participated in the organization of the thematic panels, seeking to put science at the heart of the decisions, and convening multidimensional experts, in order to move forward towards the mitigation and adaptation of this environmental phenomenon.

In these panels, different initiatives were presented and knowledge for the mitigation of climate change was shared. Among these initiatives was The Blue BOAT Initiative, a project aimed at ensuring the care of whales and cetaceans, which are essential for the marine ecosystem and the reduction of CO2, and the valuation of ecosystem services, among others.

The COP26 Science Pavilion looked at thirteen key issues in addressing the problem of climate change, namely:

- 1. Finance and Climate Change
- 2. Energy and Climate Change
- 3. Youth and Climate Change
- 4. Nature-Based Solutions
- 5. Adaptation and Climate Change
- 6. Gender and Climate Change
- 7. Environmental Science and Innovation
- 8. Transportation and Climate Change
- 9. City and the Environment
- 10. Indigenous knowledge and Climate Change
- 11. Conservation and Climate Change
- 12. Education and Climate Change
- 13. Health and Climate Change

Relive COP26 at:

Website MERI:



















3. TerritoriAR, an APP for nature appreciation

After a successful launch in 2019, TerritoriAR, an augmented reality application that aims to publicize the ecosystems of Chile, began a process of expansion, incorporating 10% of the existing species nationwide.

In 2020, the application improved its technological interface and increased the coverage of species studied. At the same time, the application was implemented in the Elemental Reserves of Filantropía Cortés Solari and, for the first time, in public parks in the country.

In addition, the development of the platform for Environmental Education began, linked to TerritoriAR and established on the website: www.territoriar.cl, in order to provide support to teachers, through access to Didactic Guides, closely linked to the National curriculum.

Following the program's logic of valuing nature and using it as a classroom space, in 2021, TerritoriAR was implemented in public parks, specifically in the Valdivian trail of the Santiago Forest in the Metropolitan Park. Additional green spaces are planned to be included in 2022.















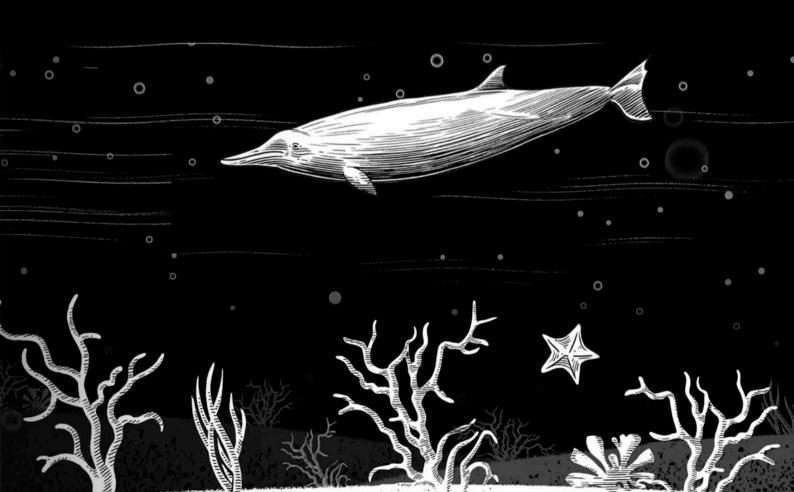


4. Zifio

In 2020, MERI, together with other collaborating institutions, began the second phase of the Zifio project, which began in 2019 with the recovery and study of the remains of a Layard's beaked whale stranded in Caleta Tortel. The objectives of this second phase were mainly focused on the analysis of the samples and the dissemination of both the scientific and educational experience around this little-known species.

In this regard, a series of actions were carried out, some of which include:

- a. Exhibition of Audiovisual Report "Zifio: The Last Journey"
- b. Panel discussions (Matucana 100, Ladera Sur Partnership)
- c. Zifio and Cetaceans Environmental Education Activity (facilitated by the EA MERI team CeCREA Castro, February 2020)
- d. Publication of two scientific articles on the specimen
- e. Analysis of the biopsy samples (collaborating laboratories)
- f. Beginning of the treatment and study of the skeletons (MuRAY team Universidad de Aysén MERI)



5. Condor project

MERI, together with an Elemental Reserve, the Raptor Rehabilitation Center of AvesChile – UNORCH, and Proyecto Manku, developed an initiative that aims to promote the conservation of the Andean condor, a "near threatened" species in Chile and the rest of the South American Andean Mountain range, according to the International Union for Conservation of Nature's Red List of Threatened Species.

To this end, the first Condor Pre-Release Center was established in the Likandes Elemental Reserve, in San José de Maipo, with the aim of allowing these birds to undergo a period of adaptation in an environment as close as possible to their natural habitat, the mountain range. The Pre-Release Center allows the rehabilitating condors to acclimatize to the conditions of the territory and for the condors that inhabit the area to approach and get to know them for later coexistence.

Permanent monitoring at the Pre-Release Center increases the probability of a successful release in the long term.

During 2020, three juvenile female condors were released in addition to the three released the previous year, following the same process of adaptation and care described above.



 2nd Release of Likandes Condors (Dec 2019)
 Manku Program
 Collaboration agreement

2020



2019

(Dec 2019)
 - Condor Guide - EA Activities
 - Condors biological sampling prior
 to release







In 2021, three condors were released from the Likandes Elemental Reserve and the environmental education program "Andean Condor, Guardian of the Heights" was implemented. This program, which promotes the conservation of the Andean condor, reaches 480 elementary school students in 15 schools: five schools in the Metropolitan Region, six in the Araucanía Region, and four in the Aysén Region.

The activities of this program allow students to live a learning experience based on emotions and senses, while learning scientific data on the anatomy, behavior, habitat, and threats affecting the condor.







2021

 Release of condors in other latitudes
 Expansion of outreach educational activities and Manku program

MERI Foundation - Unicef Program (2021)

Understanding that young people are the first generation to feel the impacts of climate change and the last that can avoid its worst consequences, MERI directs its efforts to empower the leaders of the future, the youth of today, not only to improve their ability to act soon, but also to make their voices heard in the international context. Through their activism and advocacy in public policies, they have demonstrated the value of their perspective in making decisions that affect both their present and their future.

In the case of Latin America and the Caribbean (LAC), the region faces particular challenges as vulnerability levels are higher and adaptive capacities are lower. The experiences of various young people in the territories (rural and urban) become invaluable in the dialogue with the scientific community, the private sector, academia, and decision-makers.

Considering this, MERI and UNICEF have signed a partnership that seeks to take joint climate and environmental action in Latin America and the Caribbean, mainly by advancing environmental education and making children and young people in the region protagonists in the solutions to protect the planet. This partnership will contribute to the achievement and acceleration of the 2030 Agenda and especially Sustainable Development Goals 4, 6, 7, 13, 14, 15, and 17.





Some of the areas of action of this partnership include:

- Empowering and involving youth in climate policies and actions through: políticas y acciones climáticas mediante:
 - 1. Strengthening capacities and networks of youth leaders for climate change in LAC for their participation in public policies and climate actions.
 - 2. Promoting effective representation of LAC youth in national and international discussion and decision-making bodies related to climate change. For example, their participation in the Conference on Scientific Evidence and Public Policy held in September 2021, and in the science pavilion at COP27.
 - Learn more here:



- **3.** Supporting local programs that consider the development of climate and environmental education and have a direct impact on children and adolescents in six LAC countries (Argentina, Chile, Cuba, Ecuador, Honduras, Peru).
- Supporting the implementation of regional guidelines to promote climate action through the education sector. Advancing resilience and environmental education.
- Designing and implementing an integrated regional communication and promotion campaign to disseminate the importance of environmental education for climate change adaptation and mitigation; and in turn, making available to citizens and key stakeholders the studies and documents related to the partnership, such as: The Climate Action Toolkit, Youth Delegation Declaration, Good Youth Practices in the Region, Ecosystem Services and Climate Change, Effective Conservation, among others.







MERI'S TOTAL COVERAGE DURING 2020-2021- PROJECTS AND PROGRAMS

1. Scientific Research

a. Cetacean Acoustics

This project seeks to characterize whale sounds and other sound sources, as well as to study the temporal and spatial presence of whales in order to infer their behavior and study noise pollution.

From this line of research, we intended to monitor the density of whales as a variable of the effects of climate change, to know their migratory routes, and to establish the layout of the deadly spaces.

b. Melimoyu Dolphins

The aim of this research is to characterize the residency patterns and home range of the Chilean dolphin in the Melimoyu Bay, as well as to know the different species of dolphins that inhabit the Melimoyu Elemental Reserve.

c. Zifio Scientific Studies

This investigation will analyze biopsy samples (together with external laboratories).

The treatment and study of Zifio's skeleton (a collaborative effort between the team of the Regional Museum of Aysén, MuRAY, the Universidad de Aysén, and MERI Foundation) has begun.







2. Scientific Publications

Cetacean Area

- I. Ralph Chami, Thomas Cosimano, Connel Fullenkamp, Fabio Berzaghi, Sonia Español-Jiménez, Milton Marcondes, and José Palazzo. 2020. On valuing nature-based solutions to climate change: a framework with application to elephants and whales. 2020. Economic Research Initiative at Duke, 297. https://dx.doi.org/10.2139/ssrn.3686168
- II. Paula Olson, Bárbara Galleti, and Sonia Español-Jiménez. 2020. Using photo-identification to investigate the identity of blue whales at South Georgia: a comparison of photographs with Chile. 2020. International Whaling Commission. SC/68B/SH/13.
- III. Barbara Galletti Vernazzani, Elsa Cabrera, Sonia Español-Jiménez, Ken Findlay, Paula Olson, and Frederick Toro. 2020. Preliminary results of comparisons within Southern Hemisphere Blue Whale Catalogue (SHBWC) Project off Southeast Pacific and Eastern Tropical Pacific region. 2020. International Whaling Commission. SC/68B.
- IV. Caruso, F. et al. Diel differences in blue whale (Balaenoptera musculus) dive behavior increase nighttime risk of ship strikes in northern Chilean Patagonia. 2020. Integrative Zoology.

Área Zifios

- I. Mario Alvarado-Rybak, Frederick Toro, Paulette Abarca, Enrique Paredes, Sonia Español-Jiménez, and Mauricio Seguel. 2020. **Pathological findings in cetaceans sporadically stranded along the Chilean coast. 2020.** Frontier Marine Science, 7:684. doi: 10.3389/fmars.2020.00684.
- II. Sonia Español-Jiménez et al. First genetic record of a strap-toothed beaked whale (Mesoplodon layardii) stranding in Chile. 2020. Aquatic Mammals Journal.



3. Workshop / Conferences

a. 2nd Regional Conference on the IPCC

- This conference, co-organized with CELAC, included the development of a new platform for its broadcasting www.corlac.org.
- Three IPCC Reports were presented and 42 panelists from 15 countries participated in the event.
- A total of 1,000 people participated via live streaming, in addition to 80,000 post-event views.

b. COP 26

- The COP26 Science Pavilion, co-organized by MERI, IPCC, WMO, WSC, FPA2, and UK Met Office, addressed thirteen multidimensional topics related to Climate Change.
- ${\boldsymbol \cdot}$ Several interviews and panels were organized and broadcasted around the world, in alliance with CNN Chile
- All of the material was available on the new platform www.fcs.tv
- More than 125,000 views were registered via streaming.

Ko Barrett, vicepresidenta del IPCC: "Los efectos del cambio climático ya no se pueden revertir en nuestras vidas"

Ea entrevesta con Que Pasa, uno de las maximas inderes de l'autoritative l'autoritative l'autoritative l'Archive l'autoritative l'Archive l'autoritative l'Archive l'autoritative le EE.UU, en estas negociaciones, diec que pese a la progressión del fenómeno, si actuamos boy, "podemos narcar ai diferencia para ausestros hijos y nietos". Barrel participa de una conferencia en Chile, país del que dico, los principales pedigros del conferencia en Chile, país del que dico, los principales pedigros del combio climitoto con del aña de la trocurentare a del unio del un ser















4. Environmental Education

During 2020-2021, different programs were developed in order to continue with the purpose of raising awareness under the criterion of ecosystemic belonging. Some of these programs include:

a. The Third Edition of the "Whale in Sight" Campaign.

For 5 weeks, between January and February 2020, environmental education workshops and face-to-face educational activities were held at the XIX Feria de la biodiversidad, XLI Festival costumbrista and at Cecrea Castro. In 2021, in the midst of the COVID-19 pandemic, the 4th edition of the "Whale in Sight" Campaign was adapted to a virtual format. In this campaign, educational content on whales was created and disseminated for five weeks through infographics, interviews, talks, videos, and expert spots. This content was complemented with interaction with the virtual community, through activities such as trivia and contests.













b. Los Chonos, Ancestral Wisdom

This was an initiative whose purpose revolved around the appreciation of the Chono culture in the southern part of Chile. In this context, an animated short video was made, which was launched on the National Day of Indigenous Peoples (June 24) and later shared on the International Day of Indigenous Peoples (August 9).

Furthermore, in order to generate an opportunity for discussion, a reflection questions worksheet was prepared (published on Meri's webpage) and sent to teachers to use for free.





Outreach and Advocacy

Effective conservation requires working with the inhabitants and institutions present in the territory. MERI engages with the communities, mainly through scientific dissemination activities, environmental education, and cultural outreach, as well as by collaborating on projects led by the public, private, or civil society sectors.

Science outreach activities include lectures, seminars, webinars, workshops, talks, interviews in the media, among others, with the intention of contributing to the democratization of science, so that it is available to everyone.

MERI's environmental education activities are focused on workshops and training aimed at key stakeholders in the community, public sectors, and families, in order to empower everyone to be agents of change for the conservation of their territories.

In the field of cultural outreach, MERI has carried out several projects and activities that bring science and environmental education to audiences of all ages, through art and culture. Cultural activities include exhibitions, books, documentaries, recordings, transdisciplinary discussions, among others, as well as collaboration on various cultural projects, always with the objective of reaching the widest range of audiences from the universal language of art and culture.

a. Training for key stakeholders

The purpose of these opportunities for dialogue is to strengthen public-private ties in order to establish collaborative work to promote the conservation of marine and terrestrial ecosystems for the mitigation of climate change.

MERI held several meetings, among which the following stand out:

CHILEAN NAVY Held on August 19, 2020

Objective:

To deliver background information, knowledge, and experiences on the marine ecosystems and oceanic islands of Chile.

Target audience: Buque Escuela Esmeralda Crew

SALMON INDUSTRY WITH SERNAPESCA

Held on October 30, 2020

"Identification and Registration of Cetaceans in the Los Lagos Region" Pilot Program

Objectives:

To promote the conservation of cetaceans transiting in inland waters of Chiloé, Seno de Reloncaví, and Chaitén. To train personnel from salmonid farming centers to support cetacean reporting.







b. Participation in festivals

Participation in the organization, articulation with local collaborators, and execution of the Trees & Sea Festival, through the "Environmental Education and Youth Empowerment" panel and the execution of the "The Chonos, Ancestral Wisdom" educational workshop, in partnership with Plastic Oceans and our participation in Blue Communities.

The festival aimed to connect ocean and forest conservation, emphasizing that there is only one planet ... one ecosystem ... and, in the end, one global community united in our effort to foster a healthier planet for all. The activities consisted of documentary screenings, beach cleanups, tree plantings, educational workshops, panel discussions with experts, and a music festival, among others.





c. Archipiélago Digital

This is an initiative presented by the Ministry of Cultures, Arts, and Heritage, through the joint work of its Digital Culture Unit and the Centro de Creación Cecrea Castro, as well as the Fundación Nativo Digital.

It emphasizes aspects such as access and participation of children and youth in artistic, scientific, and cultural spaces; and sought to generate a node of local networks and learning communities that promote reflection on the subject in the area.

This project worked directly with children and youth of the Liceo de Cultura de Castro, the Sename Network, and the Rural School of Quilquico, in the Los Lagos region.

Archipiélago Digital sought to promote spaces of crossover between art, science, and digital culture for young people, making available new practices and concepts in this field, applied through technological tools such as virtual

reality, augmented reality, geolocation, the development of application prototypes, the use of sound art, among others.

To promote the generation of networks and new synergies, "Archipiélago Digital" worked together with the Museum of Modern Art of Chiloé, Universidad de los Lagos, and MERI Foundation, all institutions linked to the field of arts and sciences, to generate work triads between agents of advanced knowledge, local cultural organizations, and educational institutions.

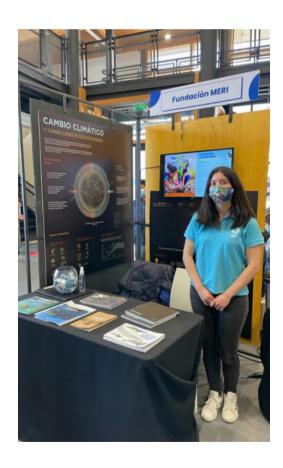
MERI supported and advised local organizations in digital matters, helping them to reflect on how they could incorporate digital aspects into their practices.

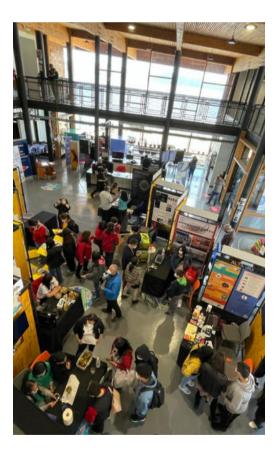




d. 3rd Arts, Science, and Technology Fair of Cecrea Castro

This is an initiative of Cecrea Castro, which seeks to create learning experiences that encourage children and young people (7 to 19 years old) to experience, talk, and grow, exercising their rights. MERI hosted a stand that invited visitors to reflect on the role of youth in facing climate change.





e. Second Edition of The Latin American SOA Academy

This initiative seeks to find more young people willing to become the leaders and future agents of change that our oceans need. In this new edition, 70 young people from all over Latin America participated and MERI provided support by teaching environmental education classes.

f. Climate Change Forum (Climate Change and Cetaceans Talk)

This talk, aimed at young people and adolescents, was held as part of the "Developing Ocean Leaders of Peru" project, which is part of the "Global University Climate Forum" organized by Yale University.

g. Tremendas – Climáticas

MERI Foundation designed and implemented the Environmental Education workshops of the **Tremendas-Climáticas Cycle**, and carried out the following activities:

- 1. Environmental Education Class, on May 19, 2021.
- 2. Oceans Class and Workshop, May 24 and 31, 2021, together with Plastic Oceans.
- 3. Community Action Panel for Environmental Conservation, on June 9, 2021.

h. LCOY Chile 2021

Local COY is the national version of the Conferences of Youth (COYs), a space promoted by the United Nations Framework Convention on Climate Change (or UNFCCC) YOUNGO, which aims to generate a high-level declaration within the framework of the COPs of UNFCCC.

In this context, MERI conducted the: "Environmental Education and Climate Capacity Building" training.



i. Cetacean Expo: National History Museum in Valparaíso

During 2020, MERI continued the Cetacean Expo exhibition at the Museum of Natural History in Valparaíso, with direct coverage of more than 30,000 visitors.





j. Conversations and Webinars

During the 2020-2021 period, MERI developed a series of Talks and Seminars, associated with the flagship projects and the conservation of marine and terrestrial ecosystem services.

Particularly noteworthy are:

The Science Footprint of the NDC:

A New Deal for the Oceans;

Oceans, Challenges and Solutions Associated with the Blue Economy;

Climate Change;

Latin American Webinar: Ocean Solutions;

Whale Watching Tourism;

SOA Peru Academy: Environmental Education Classes;

Recovering our Sea: Impact of Women in Science;

Blue Green Conversation Cycle;

Six episodes broadcasted on Facebook Live.



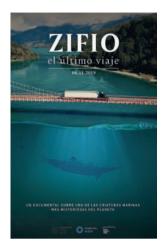








k. Documentary series (Zifio and Blue Patagonia)







1.546 views Youtube LS

4.761 views Youtube LS

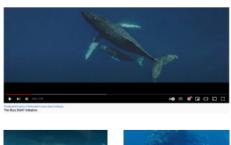
1.672 views Youtube LS

l. # TheBlue Boat Initiative Campaign

During 2021, MERI launched a communications campaign to raise community awareness about the importance of whales and their marine ecosystem services.

- · Launch (July 4) of "Todos Juntos" spot with music by Los Jaivas.
- · 837,000 views on YouTube
- · Reach of 42,753 on MERI's Social Media (Twitter, Instagram, and Facebook)









MEDIA AND SOCIAL MEDIA PRESENCE







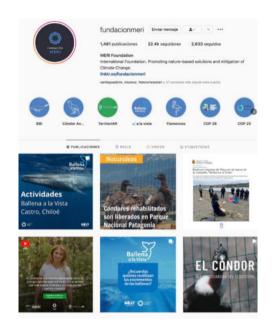




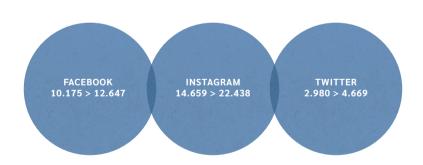




Social Media Growth









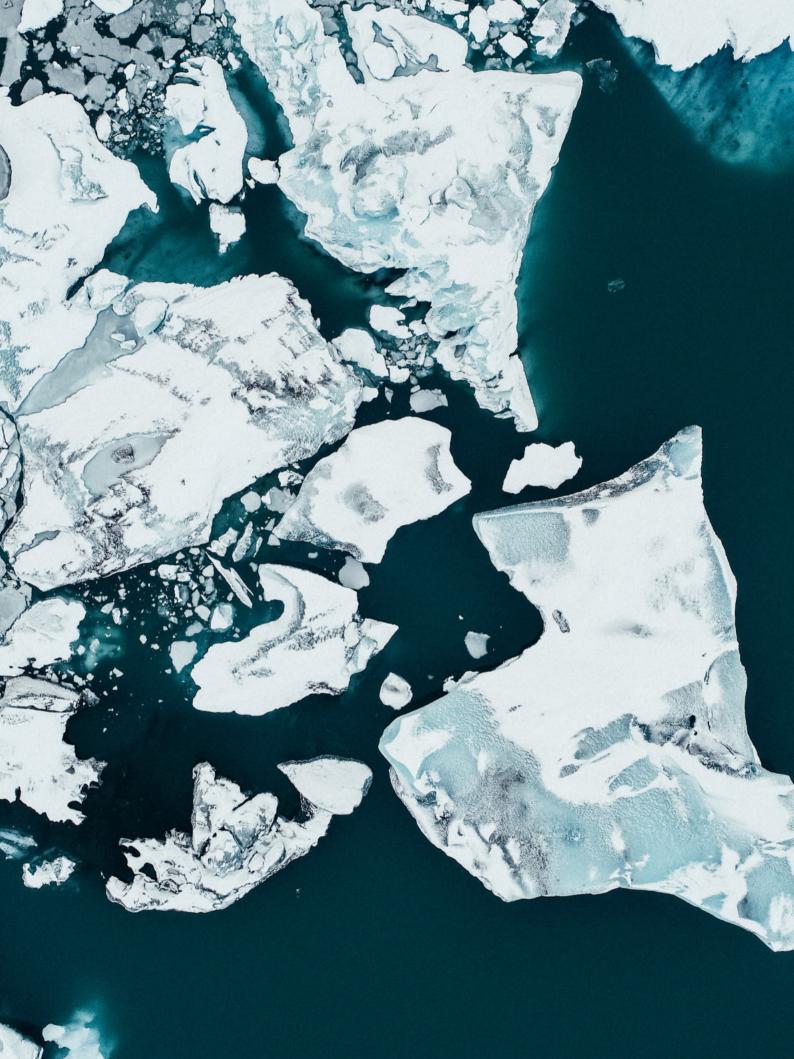
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- 1. Effective Conservation for Climate Change Mitigation
- 2. Elemental Reserves: Natural Laboratory for Effective Conservation
- 3. Elemental Reserve Flagship Projects 2020 2021











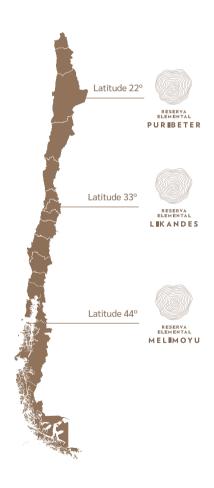
CLIMATE CHANGE: A MULTIDIMENSIONAL PHENOMENON

Humanity is facing a historic and urgent challenge: climate change. Every day, the planet is undergoing changes that are evident. Drastic weather changes that threaten food security, social balance, cultural heritage and the economic well-being of our society.

The multiple and cross-cutting impacts include environmental, social, cultural and economic dimensions. The characteristics of this phenomenon requires, therefore, that the issue of effective conservation be approached from a multidimensional perspective.

During 2020-2021, Filantropía Cortés Solari strengthened the Effective Conservation Model, implemented in its three Elemental Reserves, Natural Laboratories for the Effective Conservation of Strategic Ecosystems for Climate Change mitigation, located respectively at latitudes 22°, 33° and 44° of Chile.

This model was presented in March 2020, during the First Regional Climate Change Conference of the IPCC (United Nations Intergovernmental Panel on Climate Change), at which time the "Reserva Elemental: Hacia un Modelo de Conservación Efectiva para un Desarrollo Sostenible" (Elemental Reserve: Towards an Effective Conservation Model for Sustainable Development) publication was launched.





Download here the book ''Elemental Reserve: Towards an Effective Conservation Model for Sustainable Development'' At that time, we outlined the need to have conservation interventions happen simultaneously in four dimensions.

- **1.** Environmental Dimension: It aims to develop actions with direct environmental impact, in order to preserve marine and terrestrial ecosystem services essential to mitigation (e.g., the protection of whales and their ecosystem services associated with CO2capture, reduce plastic production and consumption, promote research to mitigate, etc.).
- **2. Social Dimension:** It aims to increase awareness and mitigation actions with respect to vulnerable populations.
- **3. Economic Dimension:** It aims to promote the development of the blue economy, profitable and efficient, in order to move towards clean industries in the country.
- **4.** Cultural Dimension: It aims to preserve the intangible cultural heritage in a climate change context, while rescuing ances tral traditions in terms of conservation.





Social Environmental Community Science engagement Cultural **Economic** Intangible Sustainable cultural conservation heritage model **1.** Environmental Dimension: 2. Economic Dimension: - It promotes the development of - It develops conservation plans for each territory, based on the IUCN a blue economy in each territory open standards methodology. - It develops research lines and - It values the marine and terrestrial ecosystem services that the species environmental education programs, associated with each provide for the conservation of

Subsequently, in mid-2021, the second publication "Conservación Efectiva:

Abordaio Territorial" (Effective Conservation: Territorial Approach) was laun-

conservation target defined for

- It guarantees an adequate

- It develops management plans for

the sustainable use of the territory.

understanding of the habitat and

each territory.

ecosystem.

each habitat.

4. Cultural Dimension:

- It promotes community

engagement through education for programs on Sustainability.

- It promotes the conservation of

3. Social Dimension:

Abordaje Territorial" (Effective Conservation: Territorial Approach) was launched, which detailed not only the territorial approach methodology, but also the implementation process of the Effective Conservation Model in the three Elemental Reserves, with the lessons learned to date.

EFFECTIVE CONSERVATION MODEL

Philanthropy Cortés Solari has been working for more than 15 years in the service of effective conservation in various territories of Chile.

The work carried out is structured around the four dimensions mentioned above:

Environmental Dimension

From an environmental perspective, each of the Elemental Reserves of Filantropía Cortés Solari has a conservation plan, thus meeting the goal established for 2020 to extend this work to the Puribeter Elemental Reserve, located at Latitude 22°. Each conservation plan analyzes the species that inhabit the territory, specifically those that are threatened by anthropogenic factors, in order to propose holistic solutions to end the threats observed.

MERI, together with other national and international research centers, is the organization in charge of developing scientific research and environmental education programs in each of the latitudes where the Elemental Reserves are located.







Social Dimension

Conservation cannot be understood as separate from the community. The objective of this dimension is to ensure an accurate link between what is to be protected and the community, which by definition is called upon to preserve the natural and cultural heritage of its territory. MERI and Caserta Foundations, together with each reserve, are in charge of developing community outreach programs.

During 2020, despite the pandemic, MERI and Caserta developed a series of community outreach projects and programs. Among others, the projects "Cetacean Expo," presented at the Museum of Natural History of Valparaíso in the summer of 2020, as well as the short educational videos "Los Chonos: sabiduría ancestral" (Los Chonos: Ancestral Wisdom) and the project "Huertas Emergentes" (Emerging Vegetable Gardens) of Caserta Foundation, implemented in the Metropolitan Region in the first half of the year, stood out.



Relive ''Los Chonos: ancestral wisdom''







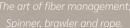


During 2021, various educational workshops were held at the Elemental Reserves, including the implementation of the TerritoriAR Program, an augmented reality app that allows users to learn about more than ten percent of the species studied in Chile. Each of the Elemental Reserves has TerritoriAR trails, which allow visitors to learn not only about biodiversity but also about the country's strategic ecosystems.















































Economic Dimension

During 2020, MERI Foundation, together with other international economists, published the article "On Valuing Nature-Based Solutions to Climate Change: A Framework with Application to Elephants and Whales. This study was the first to assess the ecosystem services of blue whales in the Gulf of Corcovado, Chile, in terms of CO2 capture.

Its conclusions help debunk the myth that conserving our marine or terrestrial ecosystems is unsustainable from an economic perspective. Analyses such as this one suggest the enormous importance of conserving these cetaceans and their ecosystems, from an environmental, social, cultural and economic perspective.

Institutional Dimension

Private conservation requires a solid institutional framework that will stand the test of time. Therefore, during 2020 and 2021, representatives from FCS Elemental Reserves have participated in multiple environmental networks, with the aim of promoting impactful and efficient environmental philanthropy for the public good.













ORIGINS OF THE ELEMENTAL RESERVES

At the beginning, FCS' Elemental Reserves were conceived as cultural, educational and scientific parks that were able to house the programmatic offerings of the Tata Mallku, Caserta and MERI foundations, respectively. However, climate urgency has been reinforcing these territories as Natural Laboratories for the Effective Conservation of Strategic Ecosystems for Climate Change Mitigation.

The reserves are a network of parks that have infrastructure with minimal environmental impact, but sufficient to guarantee the development of all scientific research, environmental education and community outreach activities necessary to develop FCS' Effective Conservation Model, which seeks to promote both the awareness of society and preservation of these ecosystems and their threats.



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Executive Team

Executive DirectorEugenio Rengifo



Puribeter AdministratorMiguel Irarrazabal



Likandes AdministratorMarcos Contreras



Melimoyu Administrator Esteban Tapia













Puribeter Elemental Reserve

Located in San Pedro de Atacama, near ALMA, Puribeter has an area of 47 hectares, of which 57% is reserved for conservation, while the rest is for traditional agricultural use and livestock facilities.































Likandes Elemental Reserve

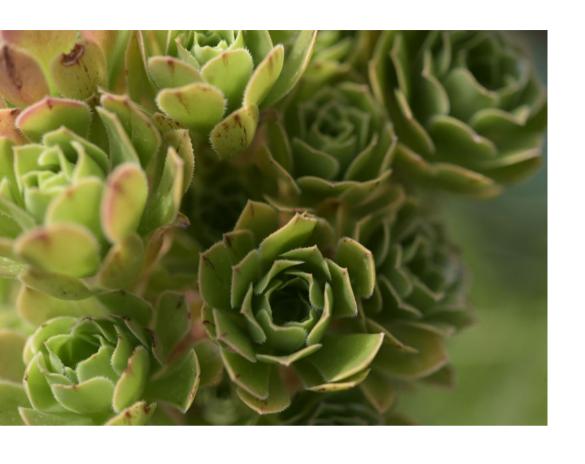
With an area of more than 180 hectares, it is located in the Cajón del Maipo, on the road to Lagunillas. It contains a network of streams and creeks that feed the San José stream, as well as important areas of sclerophyllous forest found in the central foothills of Chile.































Melimoyu Elemental Reserve

Located in the Corcovado Gulf, with an area of approximately 16,000 hectares of native forest and 7 kilometers of coastal border, it is a key source of environmental conservation. Located in the middle of the fjords of the northern part of the Aysén Region, it has a wide variety of species, including native and endemic flora and fauna, such as the Arrayan, Guaitecas Cypress, Darwin's Frog, Chucao, Martín Pescador, among many others. The Melimoyu Reserve is considered the gateway for blue whales that come to the Gulf of Corcovado to feed on krill and socialize with other marine species.







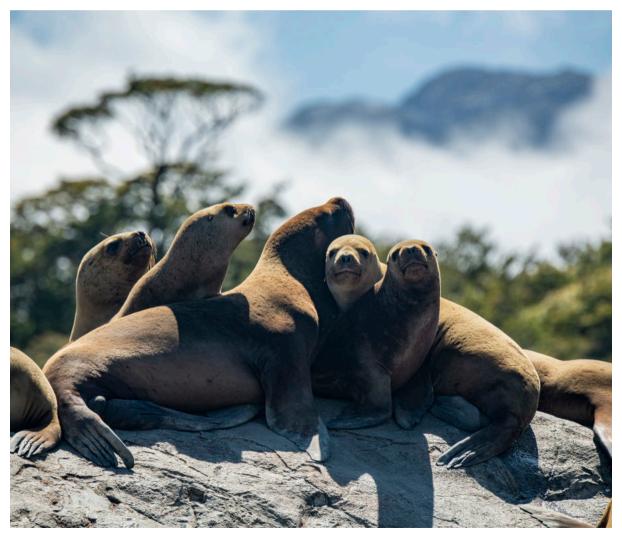












CONSERVATION TARGETS IN EACH ELEMENTAL RESERVE

During 2020, the Elemental Reserves continued developing the conservation plans for each territory, in order to analyze and raise awareness of the species under anthropogenic threat, which require urgent preservation.

In particular, the conservation plan for the Puribeter Elemental Reserve was established, which has made it possible to establish a comprehensive list of the conservation targets to be preserved to date in the three reserves. These conservation targets guide the reserve's actions in environmental, social, cultural and economic terms, according to the Effective Conservation Model.

Topics

Conservation Targets

Marine and Freshwater Ecosystems



- 1. Blue Whale (L.44)
- 2. Cetaceans (L.44)
- 3. Water (3 Reserves)
- 4 Freshwater System (3 Reserves
- 5. Hydrobiological Network (3 Reserves)

Terrestrial Ecosystems



- 1. Cypress (L.44
- 2. Forests (3 Reserves)
- 3. Agroecology (L.22)
- 4. Terrestrial Flora and Fauna (3 Reserves)
- 5. Likan Hill (L.33)









Latitude 33°

Latitude 44°

Scientific Lines

- 1. Cetacean Acoustics
- 2. Cetacean Behavior
- 3 Aquatic Ecotoxicology
- 4. Oceanography
- 5. Limnology
- 6. Aquatic Invasive Species

Environmental Education Programs, Activities, Materials

- 1. Cetaceans of Northern Patagonia
- 2. Chono Culture. Ancestral Knowledge
- 3. Fresh Water, Recognize to Care.
- 4 Patagonian Waters Program
- 5. WATER Program, Territories Latitudes 22° and 33°

- 7. Forest Ecology
- 8. Plant Ecophysiology
- 9. Ecological Restoration
- 10 Agrosystems
- 11. Geology
- 12. Glaciers and Volcanoes
- 13 Meteorology

- 6 Patagonian Forests, Evergreen Interconnection
- 7. Andean Condor, the Guardian of the Heights
- 8 Agroecology
- 9 Geosites
- 10. Climate Change (TRANSVERSAL)





The FCS' Elemental Reserves have been implementing the Effective Conservation Model for over 15 years. Together with MERI Foundation, these Natural Laboratories have developed lines of research associated with endangered species, as well as environmental education

and community outreach programs to promote the conservation of strategic ecosystems.

At the same time, each reserve has tried to develop sustainable management plans that minimize the impact of human activity on these territories.

Environmental

- MelimoyuConservation Plan- Cetacean Study



Environmental

- Cetacean Environmental Education Program
- Freshwater Environmental Education Program
 - Expeditions
- Salmonid research FONDECYT Mercury in food chains research / FONDECYT



2007

Environmental and social baseline of the Melimoyu property (Lot 26 A and B)

2014

Environmental Home expeditions

Social Millenary Songs 2017

Environmental

-Expeditions
-Patagonia Blue
-PEAM Cetacean / Freshwater

Social -Navigators



Environmental

ELEMENTAL RESERVE IS BORN
Environmental:
-REM: Expeditions
-REM: Patagonia River Monitoring
-REM: Baseline Forest Cadaster
of plant species in 100 Ha area
-REP: Baseline Forest Cadaster
of plant species at REP
-Study of extremophilic plants at REP
-Cetacean / Freshwater Environmental
Education Program
-Navegantes

Environmental

-Reforestation
-Digital Water Environmenta
Education Program
-REP: Conservation Plan
-Melimoyu National Park
(MERI-CONAF partnership)

Social

- Training - Elemental Reserve: Toward an Effective Conservation Model Book

Economic:

-Valorization of ecosystem services

Cultural:

-Los Chonos, Ancestral Wisdom



RESERVA

ELEMENTAL

Born Elemental Reserve 2019

Environmental

-REM: Expeditions
-REM: Patagonia River Monitoring
- REL: Conservation Plan
-REL: Science Club
-Condors
-PEAM Cetacean / Freshwater
-Navigators

Social

-Cetacea Expo -Whale in sight campaign -Training 2021

Launch of the Effective Conservation Model

In March 2020, during the First IPCC Regional Climate Change Conference, the Elemental Reserves launched the book "Reserva Elemental: Hacia un Modelo de Conservación Efectiva para un Desarrollo Sostenible" (Elemental Reserve: Towards an Effective Conservation Model for Sustainable Development).

This book raises the urgent need to approach conservation from a multidimensional perspective, which goes beyond the strictly environmental view and also includes social, economic and cultural perspectives. The above considering the multiple effects of climate change, as well as the particularities of Chile, a country whose development has been historically linked to highly extractive industries of natural resources.





Download here the book "Effective conservation for sustainable development"



During 2021, the second publication "Effective Conservation: Territorial Approach" was launched, which detailed each of the advances made in each dimension of the Effective Conservation Model, implemented in each of the three elemental reserves

The launch of this publication was accompanied by a series of discussions on conservation and its various aspects, with prominent local and international decision-makers, including forums organized at the COP 26 Scientific Pavilion.





Download here the book "Effective conservation: Territorial approach"











TerritoriAR

During 2020, the TerritoriAR application entered its technological and conceptual consolidation phase. This augmented reality application aims to raise awareness about Chile's strategic ecosystems, as well as to promote the valorization of the existing biodiversity in the Puribeter, Likandes and Melimoyu Reserves.

From a technological perspective, in 2020 we managed to consolidate the application on both Androids and iPhones, allowing everyone with a device to enjoy the national ecosystems.

During 2021, not only did the reserves become TerritoriAR Elemental Reserves, but the first TerritoriAR trail was inaugurated in Parquemet.

Each TerritoriAR park will have QR codes along its trails, from which you can learn more about the species that inhabit them.







Emerging Garden

During the pandemic, we found that vulnerable people were strongly affected by the lockdowns in terms of housing and access to basic consumer goods. Overcrowding and lack of contact with outdoor spaces had a direct impact on this population.

Because of this, Caserta Foundation in partnership with Eler serve, proposed to develop family gardens, in their own homes, as make family members take part in the production of part of their food, and to have an opportunity to connect with nature and promote healthy eating through organic gardening.















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