



# Annual Report 2014

## OREALC/UNESCO Santiago



United Nations  
Educational, Scientific and  
Cultural Organization

**Santiago Office**  
Regional Bureau for Education in  
Latin America and the Caribbean



# **Annual Report 2014**

## **OREALC/UNESCO Santiago**

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# Presentation

The year 2014 was crucial for UNESCO Santiago in terms of achievements, the results obtained and the preparatory groundwork for the cycle 2015-2030.

With the Sustainable Development Goals 2015-2030 about to be adopted by all Member States of the United Nations in September 2015, the past year has been one of reflection about on-going progress, what has been achieved and what the next steps should be.

The Education for All (EFA) national evaluations, which were carried out by all the countries of the region in 2014, confirm that the Latin American and Caribbean (LAC) region has made tangible progress towards the six EFA goals by 2015, especially with regard to education access, expansion and coverage, in line with the right to education. However, it must not be forgotten that the right to education is also the right to a quality education, driven by a dynamic and strengthened public sector. The right to learn, if it is to be realized, supposes an education of quality that is inclusive and responds to the learning needs of all students, preparing them for their life projects and thus contributing to national development.

Our efforts in 2014 have focused on the consensual formulation of the 2015-30 regional agenda for education, in the context of the PRELAC (Regional Project of Education for Latin America and the Caribbean). How do we address the critical issue of inequality, especially in education? What should be the framework of action for all countries to

progress from now until 2030? These are the questions that the countries have prioritized, the responses to which have been captured in the Joint Declaration of Lima that will enable the region to design a framework for working together in the coming years.

For the period 2015-30, new challenges are emerging that demand better responses if we are to achieve full equality of opportunities, improve quality of education in the broadest sense, and give an innovative “push” to countries’ efforts to achieve full development by 2030.

Nevertheless, and despite improvements in some countries, inequality continues to constitute an obstacle to the expansion and improvement of education systems. Factors associated to social class and ethnicity, disability, and working children, are some of the brakes on education progress, and thus on reducing inequality.

Inequality in learning outcomes by socio-economic level is also significant, and remains a critical policy challenge, if progress is to be made in guaranteeing the right to education.

Better teachers, learning outcomes and improved internal efficiency of the school system require greater attention and interventions to boost potential.

In addition, rapid technological changes are placing strains on learning agendas. It is urgent to incorporate into the learning process “soft” skills such as creativity, conflict resolution, tolerance and civic behaviour.

An improved quality of education involves eliminating repetition and school dropouts, but, above all, it requires improved conditions and quality of teachers and school principals.

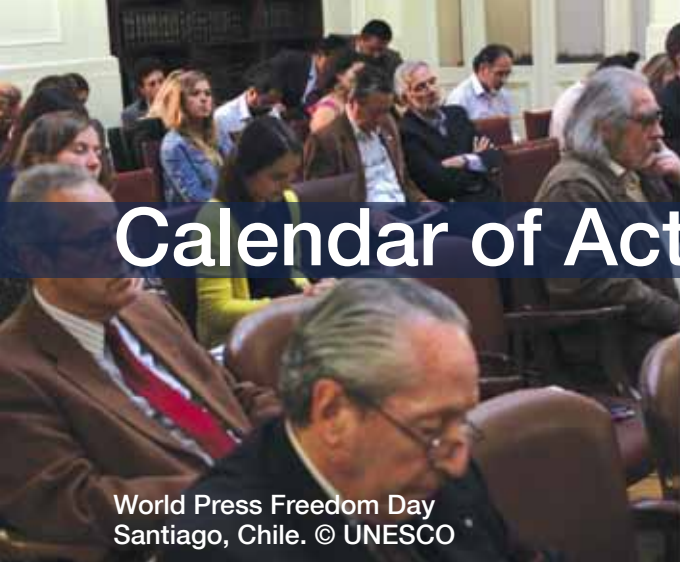
In 2015, the Office will continue its efforts to improve decision-making and develop national capacities, with a view to generating solid evidence for informed policy debate and improving the design of effective interventions and generating commitments.

In this context, it will be essential in 2015 to mobilize all concerned. Certainly, in order to have a common view on the most pressing needs and possible actions, we will pool the knowledge, experiences and efforts of many: governments and in particular ministries of education and of social development, civil society organizations, universities and research centres, the private sector and all those who are genuinely working for better education in our region.

Jorge Sequeira  
Director

Regional Bureau for Education in  
Latin America and the Caribbean  
OREALC/UNESCO Santiago

# Calendar of Activities



World Press Freedom Day  
Santiago, Chile. © UNESCO



EFA Global Action Week.  
© UNESCO

29 / 01

Launch of GMR 2013/2014  
Teaching and Learning  
Brasilia and Mexico

03 / 03

Handover Ministerial  
Meeting, Chile  
Santiago, Chile

07 / 04

XXXII Meeting of LLECE  
National Coordinators  
Quito, Ecuador

08 / 03

International  
Women's Day  
Santiago, Chile

02 - 03 / 04

Subregional Workshop on Disaster  
Risk Management Strategies  
Lima, Peru

January

February

March

April





03 / 05  
 World Press  
 Freedom Day  
 Santiago, Chile

07 - 09 / 07  
 Technical Meeting on Standard Setting  
 Mide UC/ UNESCO Santiago  
 Santiago, Chile

24 / 07  
 Launch of Virtual Course on Disaster  
 Risk Management  
 Quito, Ecuador

05 - 10 / 05  
 EFA Global  
 Action Week  
 Santiago, Chile

17 / 05  
 International Day against  
 Homophobia  
 Santiago, Chile

28 - 30 / 05  
 Global CCNGO/EFA  
 2014 Meeting  
 Santiago, Chile

14 / 08  
 National Forum of Universities  
 on Disaster Risk Management  
 Santiago, Chile



08 / 09  
International  
Literacy Day  
Santiago, Chile

01 / 10  
UNESCO-MERCOSUR-  
UNASUR  
Buenos Aires, Argentina

05 / 10  
International  
Teachers Day  
Santiago, Chile

08 - 12 / 09  
Evaluation of the quality of  
Education AECID  
Montevideo, Uruguay

06 / 10  
III Meeting of CTAN,  
LLECE  
Santiago, Chile

09 / 10  
International Day of  
Disaster Reduction  
Santiago, Chile

10 / 10  
Regional Interagency  
Meeting on Post-2015  
Panama City, Panama

09 - 11 / 09  
Regional Meeting of  
DIPECHO  
Santiago, Chile

21 - 22 / 10  
Workshop for Communicators on  
Education for Sustainable Development  
Santiago, Chile

24 / 09  
Final Event  
UNESCO-Intervida  
La Paz, Bolivia

23 - 24 / 10  
XXXIII Meeting of LLECE  
National Coordinators  
Mexico City and  
Monterrey

24 / 10  
United Nations Day  
Santiago, Chile

30 / 09 - 03 / 10  
Regional Workshop  
of DIPECHO  
Bogota, Colombia

28 - 31 / 10  
LAC Regional Consultation  
on Homophobic and  
Transphobic Violence  
Bogota, Colombia

30 - 31 / 10  
Regional Ministerial  
Meeting on EFA  
and Post-2015  
Lima, Peru

September

October



11 - 12 / 11

Meeting on Health

Literacy

Panama City, Panama

16 / 11

Anniversary of the Constitution  
of UNESCO

Santiago, Chile

01 / 12

World AIDS Day

Santiago, Chile

17 - 20 / 11

XI Conference on

Inclusive Education

Cartagena de Indias, Colombia

04 / 12

Launch of the first

Report of the TERCE

Brasilia, Brazil

27 / 11

Launch of Publications of the Regional Strategy  
on Teachers, UNESCO-CEPPE UC

Santiago, Chile

November

December



Outdoor schooling in Vere, Jamaica. © UN Photo

# Education for All and Post-2015

The global initiative of Education for All (EFA) represents the commitment of the international community, as agreed in Dakar (Senegal) in 2000, to provide an education of quality to all by 2015. This commitment is expressed through the six EFA goals: early childhood care and education, universal primary education, youth and adult education, literacy, gender parity and quality of education.

UNESCO coordinates national and international efforts towards achieving the six goals, working jointly with UNDP, UNFPA, UNICEF and the World Bank, to develop programmes and activities. Since the launching of the initiative, UNESCO's technical expertise has been dedicated to producing knowledge, building capacity, mobilizing resources, formulating indicators and providing technical assistance to Member States. Thus, UNESCO's action on EFA, jointly with other organizations and civil society, is crucial in advancing the right for all to a quality education, by providing reliable and systematic evidence and information.

In Latin America and the Caribbean (LAC), UNESCO Santiago leads the Regional Project for Education in Latin America and the Caribbean (PRELAC, by its Spanish acronym), which is the regional coordination mechanism, adopted by all ministers of education, for policy-making in pursuit of the six EFA goals. Under the PRELAC, information, data and knowledge have been generated as a technical basis for such decisions. All LAC countries are members of the PRELAC, which provides a political

and technical forum to follow and monitor progress towards EFA, and the right to education in the region.

Most LAC countries have made internationally acknowledged progress towards the six EFA goals by 2015. However, these achievements have not been the same for all countries. In the same way as there are differences between countries, in-country disparities are also observed. Inequality is an aggravating factor that continues to be the outstanding challenge in the region, disadvantaging above all those from vulnerable backgrounds. This is a critical issue to be addressed if the EFA goals are to be fully met.

In the countdown to 2015, UNESCO will continue to support countries in their final push towards the six EFA goals, evaluating experiences and contributing to national debate, in the lead-up to the final World Conference on EFA, to be held in South Korea in May 2015. The progress that countries have made since 2000 will be presented at this conference, and a new world agenda for education will be adopted that will consider the remaining gaps and respond to new educational needs of countries, from 2015 to 2030.

# 2014 Outcomes

# Education

Education is a fundamental human right, recognized in numerous legal international instruments and covenants, and ratified by UN Member States. State Parties guarantee this right and have the duty to respect, protect and realize it; in other words they have to provide the conditions for the right to be fully realized.

Citizen participation is crucial in realizing the right to education. While the State is the main guarantor of the right, public policies have to aim for the active participation of citizens in all education matters. The different viewpoints of society need to be considered through

different channels of opinion and using different media to collect these experiences and contributions.

UNESCO Santiago supports the countries in the region in developing policies that improve access to and quality of education throughout life within a rights-based framework. In this regard, the Office has forged partnerships with different individuals and institutions, and is working with various social actors, who are genuinely committed to guaranteeing the right to education.



School in Brazil. © EFA Report

## Evaluation of Learning Outcomes to Advance towards Education Quality - LLECE

UNESCO Santiago hosts the Latin American Laboratory for Assessment of the Quality of Education (LLECE), a regional network of national directors for the evaluation of education. The network contributes to education policy through studies and research that analyse the learning achievements of pupils and the factors influencing these learning outcomes.



In 2014, LLECE presented the results of the Third Regional Comparative and Explanatory Study (TERCE), the most comprehensive study of learning achievements in the region. The information in TERCE can be compared with the Second Regional Comparative and Explanatory Study (SERCE) which has enabled the evaluation of progress made in learning achievements since 2006.



The countries participating in the TERCE are Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic and Uruguay plus the State of Nuevo Leon (Mexico).

TERCE assesses the performance of pupils in third and sixth grades of primary school in mathematics, reading and writing (language), plus natural sciences only in sixth grade, using three types of analysis: comparison of achievements between SERCE and TERCE; distribution of students by level of performance, and gender differences in learning outcomes.

The evaluation includes modelling of “associated factors” for learning that allow the variables or dimensions that affect students’ learning achievements to be identified.

# 15

## Participating

## Countries in the TERCE

Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay and the State of Nuevo Leon (Mexico)





**Table 1. SERCE and TERCE Studies: Technical Details**

Study	SERCE	TERCE
<ul style="list-style-type: none"> <li>• Periodicity</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation in 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation in 2013</li> </ul>
<ul style="list-style-type: none"> <li>• Sample</li> </ul>	<ul style="list-style-type: none"> <li>• 100,762 pupils in 3rd grade and 96,288 in 6th grade. 3,065 schools involving 4,627 3rd grade classes and 4,227 6th grade classes</li> </ul>	<ul style="list-style-type: none"> <li>• Over 67,000 students from 3rd grade and over 67,000 from 6th grade. Just over 3,200 classes in 3rd grade and 3,600 in 6th grade</li> </ul>
<ul style="list-style-type: none"> <li>• Education level assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Primary education</li> </ul>	<ul style="list-style-type: none"> <li>• Primary education</li> </ul>
<ul style="list-style-type: none"> <li>• Grades assessed</li> </ul>	<ul style="list-style-type: none"> <li>• 3rd and 6th grades</li> </ul>	<ul style="list-style-type: none"> <li>• 3rd and 6th grades</li> </ul>
<ul style="list-style-type: none"> <li>• Subject areas assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, writing and mathematics</li> <li>• Sciences in sixth grade in 9 countries</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, writing and mathematics</li> <li>• Sciences in sixth grade</li> <li>All countries</li> </ul>
<ul style="list-style-type: none"> <li>• Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Common content in official curricula, plus life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Common content in official curricula, plus life skills</li> </ul>
<ul style="list-style-type: none"> <li>• Participating countries</li> </ul>	<ul style="list-style-type: none"> <li>• 15 countries in LAC</li> <li>• 1 State</li> </ul> <p>Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, State of Nuevo Leon</p>	<ul style="list-style-type: none"> <li>• 15 countries in LAC</li> <li>• 1 State</li> </ul> <p>Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay, State of Nuevo Leon</p>

TERCE has also introduced innovations such as national modelling of associated factors. This enables countries to study specific national variables that affect their learning achievements. TERCE also includes a module to study the impact of information and communication technologies (ICTs). There is, in addition, a module to study the relationship between nutrition and learning. These different analyses will be included in the final TERCE study to be launched by the end of April 2015. The study will include the results of both the tests that assess learning achievements as well as the analysis of associated factors.

The technical work for a study as extensive as TERCE requires the collaboration of various institutes. These include MIDE-UC, Chile (Centre of Applied Research, Measurement and Evaluation), the University of Diego Portales (Chile); ICFES (Colombian Institute for Educational Evaluation), INEP, Brazil (National Institute of Educational Studies and Research), INEE, Mexico (National Institute for Educational Evaluation), and others.

The launch of TERCE's preliminary findings was made in Brasilia on 4 December 2014, with several activities organized jointly by OREALC/UNESCO Santiago.

A training seminar on "Educational assessment for policy and programme design", organized jointly with UNESCO Montevideo and ACEID (Spanish Agency for International Development Cooperation) took place in ACEID's training centre in Montevideo, with participants from 20 countries including Haiti.

The objectives of the meeting were to:

- a) Generate synergies between educational assessment and planning.
- b) Strengthen the capacity of education ministry planning officials and the professionals who make up the AECID Network of Education Experts.

The meeting also reviewed the challenges encountered in promoting the systematic use of assessment results for decision-making by professionals and institutions.

Another key initiative has been the project "Capacity-building for planning and information management", which was successfully concluded in October 2014. Its principal objective was to improve the planning and use of education statistics in the Plurinational State of Bolivia, within the framework of the Avelino Siñani – Elizardo Pérez Law.

The project was structured around three components:

**Component 1 – Indicators:** Definition of a set of indicators for monitoring and feedback on progress towards meeting the objectives of the new Law.

**More than  
134,000 students  
were evaluated  
by the TERCE**

**Over 100  
officers trained**

## Outcomes

- Conceptualization and use of indicators to monitor the achievements of early childhood and formal education sub-systems, as laid down in the Avelino Siñani-Elizardo Pérez Law.
- Implementation of on-line access to indicators.
- Exchange of knowledge and best practices with INEP (Brazil) through study visits for Bolivian Ministry of Education officials.
- Production of education finance statistics that will allow Bolivia to take part in the international statistical programme of UIS (UNESCO).

**Component 2 - Interculturalism:** Building capacity for the elaboration of education policy with an intracultural, intercultural and multilingual focus.

## Outcomes

- Launch of the Andean network for education quality which brings together specialists in policies and programmes on educational quality from an intracultural, intercultural and multilingual perspective.
- Training course for managers in the elaboration of public policies with an intercultural and intracultural focus within the framework of the Avelino Siñani - Elizardo Pérez Law.
- Publications on “Knowledge and know-how of the Guarani people”, “Knowledge and know-how of the Ayoreo People” and “Regionalized curricula” for the Aymara, Ayoreo, Chiquitano, Guaraní, Guarayo, Mojeño, Quechua and Uru peoples.

**Component 3 – Information and planning system:** capacity-building support for educational planning.

## Outcomes:

- Several groups of educational planners and managers trained in the design of annual operational plans, project management and use of indicators.
- Production of national EFA reports.
- Publication “Calidad Educativa en el modelo educativo socio-comunitario productivo”.



Rural school in Manaus, Brazil. © UNESCO



School in Soacha, Colombia. © UN Photo



School in La Habana, Cuba. © UN Photo



Students in Puerto Príncipe, Haiti. © UN Photo

## Regional Strategy on Teachers in LAC

The regional strategy on teachers is helping to reduce the gaps in knowledge and skills affecting teacher performance and conditions in the region. Working with a variety of education actors, the Strategy provides insights and generates information on the urgent need for comprehensive and coordinated teaching policies.

Knowledge is gathered in a collective and rigorous manner that recognizes the range of experience in the region; it reviews international findings and makes this available to all countries.

OREALC/UNESCO Santiago leads the Strategy in collaboration with CEPPE, Chile (Centre for Policy Studies and Practices in Education), which serves as the technical secretariat, and coordinates a regional network of experts working with UNESCO on the strengthening of teaching. The Office also has support from PREAL (Education Programme of Interamerican Dialogue) and the OAS (Organization of American States).

The first phase of the Strategy (2012) resulted in a state-of-the-art on teaching policies, which dealt with pre-service teacher training, in-service training, professional development and the necessary institutional structure as well as the criteria and guidelines for the elaboration of teaching policies. This was presented in the publication *“Background and Criteria for Teacher-Policy Development in Latin America and the Caribbean”*.

The second phase (2013-2014) of the Strategy focused on the six themes presented in the publication “*Temas Críticos para Formular Nuevas Políticas Docentes en ALC: el Debate Actual*” (Critical themes in formulating new teaching policies in LAC: the on-going debate):

- a) Characteristics of pre-service teacher training systems.
- b) Standards in pre-service teacher training.
- c) Professional development through learning.
- d) Assessment of teacher performance.
- e) Design of teaching policies as part of the education policy.
- f) Economic aspects of teacher policies.

An *inventory of experiences* (Catastro de Experiencias) on successful decision-making on teaching policies has been prepared, and technical exchanges have taken place between Colombia and Chile, between the Dominican Republic and other countries of Central America, and between Chile and the Dominican Republic.

In the current 3rd phase of the Strategy, information is being produced on pre- and in-service teacher training for pre-school teachers and other aspects related to their career. Work is also undertaken on issues facing teachers in teaching citizenship for the 21st century. The results of this phase will be available in 2015.

In all phases of the Strategy, national technical committees have been provided support on education policies through video conferences and technical assistance missions. Publications have been widely disseminated among cooperation agencies, NGOs, universities, decision-makers and donors. This wide-ranging initiative in all its dimensions is unprecedented in the region; the output of the strategy has been shared with other regions and has attracted considerable interest.

In 2015, the Strategy will continue its activities, generating greater knowledge, formulating criteria to monitor and evaluate teaching policies, and building capacities in government, academic and teacher union bodies.

**Achievement:** the education systems in the region now have reference frameworks, knowledge, information and improved capacity to take decisions for strengthened teaching practices in LAC

The region has more than 6 million teachers in primary and secondary education



Launch of publications of the Regional Strategy on Teachers, UNESCO-CEPPE UC Santiago, Chile. © UNESCO

## Leadership for School Management

The leadership of school managers is acknowledged as a critical factor for improving the quality of education. However, in the region, there has been little research, including information and statistics on leadership practices in schools.

In this regard, OREALC/UNESCO Santiago undertook a study on school leadership, with the Faculty of Education of the University of Diego Portales. The publication “*Un estado del arte con base en ocho sistemas escolares de la región*” (Basic state-of-the-art study of eight school systems in the region) analyses the policies that encourage school leadership in eight countries: Argentina, Brazil (Ceara), Chile, Colombia, Ecuador, Mexico, Peru and the Dominican Republic. Four aspects were considered: the functions and standards assigned to school principals, selection processes and evaluation, the status and employment conditions of school principals, and specific training for school principals.

The conclusions show that, despite positive developments to foster leadership skills (including recent initiatives by governments for better leadership in schools), achieving effective school leadership continues to face difficulties, notably the internal coherence of on-going activities, and deficiencies in key areas such as professional development.

**UNESCO  
prepared a state  
of the art on  
eight school  
systems of the  
region that  
have enhanced  
their school  
leadership and  
management**

## Post-2015: Regional Education Agenda

Since the beginning of 2014, UN Member States have been critically reviewing progress made so far towards achieving the six EFA goals by 2015, and looking forward to the future education agenda for the cycle 2015-2030. The aim is to close the remaining gaps, address emerging issues and assess progress towards guaranteeing the right to a quality education for all. These reviews will culminate in the World Conference on Education which will take place in South Korea in May 2015. The Conference will adopt a new international agenda for education and the resulting framework for monitoring the new goals by all countries, which can then be contextualized and adapted to national development models and scenarios.

In LAC, the “Lima Declaration” lays forth the regional vision, stemming from the Regional Ministerial Meeting “Education for All in Latin America and the Caribbean: Assessment and post-2015 Challenges”, which took place in Lima on 30-31 October 2014, within the framework of PRELAC.

This meeting also contributed to the global consultation on the formulation of the 2015-2030 sustainable development agenda as it also considered the upcoming Sustainable Development Goals (SDGs) drawn up by the Open Working Group (OWG) of the UN General Assembly as well as the targets set forth in the Muscat Agreement that was approved at the Global Education Meeting (GEM) in Oman, from 12 to 14 May 2014.

The regional priorities thus approved in Lima will be presented at the World Conference on Education in South Korea. The Declaration of Lima states: “Achieving equity and inclusion requires securing the right to education of

all children, young people and adults, and their rights within and through education to realize their potential and aspirations. This also requires responding to the diversity of needs of all learners by increasing their participation and by reducing exclusion from and within education”.

The Declaration underlines the importance of an education that guarantees the right to education, which responds to the diversity in the region, whether it be quality, lifelong, or inclusive education and where teachers are key actors. This document constitutes the consensual contribution of the ministers of education of the region to the objectives that will guide the global education agenda from 2015 to 2030.

The complete text of the Declaration can be found at <http://www.unesco.org/new/en/santiago/efalac-lima-meeting/lima-declaration/>.

OREALC/UNESCO Santiago has conducted research and undertaken studies, jointly with other entities, as a contribution to the design of the regional education agenda for the period 2015-30.

- Regional report on Education for All in Latin America and the Caribbean for the Global EFA meeting, Muscat, Oman, 12-14 May 2014.
- Teaching and learning: achieving quality for all. Focus on Latin America and the Caribbean for the Global Monitoring Report (GMR) 2013-2014.
- The State of Education in Latin America and the Caribbean: towards Education for All – 2015.
- 10 concept notes, prepared for the Lima meeting of 30-31 October 2014, on post-2015 issues.



The preparation of these documents involved all countries of the region; they have been used broadly in the education sector, above all by decision-makers. They have also provided information for a regional analysis that identifies remaining gaps and new trends that will be incorporated into the 2015-30 education agenda.

### Revamping the concept of quality of education

The specific objective of this study is to propose a revamped concept of quality of education that responds to the monitoring aspects of the upcoming 2015-30 education agenda and the design of innovative education policies.

The study introduces, in a broad sense, concepts and indicators on the right to a quality education for all, with a holistic focus and taking into account the emerging post-2015 educational goals. The analysis is done by level of education, giving emphasis to national socio-cultural contexts and education realities.

The study examines education as a human right, currently and in the past. It reviews universal and regional standards as well as international political commitments. It then reviews models of education quality and puts forward a new concept that draws on historical and pedagogical experiences. Finally, it introduces policy measures and indicators



Regional Ministerial Meeting on EFA and Post-2015  
Lima, Peru. © UNESCO

to assess the concept. A draft version of the study was reviewed by two experts on the right to education and was presented at the Regional Ministerial Meeting in Lima, October 30-31, 2014.

The final version will be published in the first quarter of 2015, as part of the monitoring mechanism that the region will adopt in the coming months to achieve the new educational goals for 2030, which will be adopted in South Korea in May 2015.

## Inclusive Education

The Spanish Ministry of Education, Culture and Sports and UNESCO Santiago have developed joint activities as part of RINEE (Ibero-American Network of Cooperation for Special Needs Education). Nineteen countries participate in the network, the objective of which is to produce information and build capacity for special needs education, particularly for persons with disability.

One of the 2014 activities was the XIth Conference on Inclusive Education, held in Cartagena de Indias, Colombia, 17-21 November 2014. Sessions were devoted to the use of information and communication technologies (ICTs) in education for learners with disabilities.

Two studies were presented at this Conference: one on physical accessibility and the other on curricular accessibility. Both will be published in 2015. Furthermore, study visits were organized between Honduras and Costa Rica, and México and El Salvador, to exchange experiences and programmes on this theme.

OREALC/UNESCO Santiago and AECID support the Regional Observatory for Inclusive Education (OREI, by its Spanish acronym) which is hosted by the Latin American Campaign for the Right to Education (CLADE, by its Spanish acronym). OREI's Web platform will be available in 2015, providing information on the right to education and for decision-making on inclusive education.

These actions have kept the topic of disability high on the regional education agenda. It has also enabled the exchange of experiences and knowledge, and thus, the dissemination of information and reference frameworks for the design of education policies and plans.



Colombian students. © UNESCO



School in Nicaragua. © UNESCO

## INNOVEMOS Network

INNOVEMOS is a virtual network for the exchange of information and experiences on innovative and transformational educational practices in the region. The network is attracting increasing interest from academics, researchers, teachers, school administrators and managers.

To date, the Network has more than 1,000 experiences from a variety of actors working in education. There are, on average, more than 7,500 visits per month. In 2014, the Office has been working on a new version, INNOVEMOS 2.0 to attract more users, to segment the types of experiences, and to increase the level of political influence, as a tool for South-South Cooperation in education.

In 2015, INNOVEMOS will have an advisory council i.e. a space for individuals and institutions to drive innovation in their capacity as advisors, and to monitor, set criteria and recommendations for the Network. The council will draw on the expertise of the public, private and academic sectors as well as on civil society, with the prospect of transforming the Network into an international reference for the technical support provided by UNESCO in the post-2015 cycle.



## Education for Sustainable Development

The UN declared 2005-2014 as the Decade of Education for Sustainable Development (DESD) as a direct response to the issues of inequity, poverty, depletion of natural resources and their impact on the environment. Its objective is to integrate the principles, values and practices of sustainable development into all aspects of education and learning, in order to foster the behavioural changes needed to preserve environmental integrity and economic viability, and to ensure that present and future generations enjoy social justice. While education alone will not be sufficient in itself for a sustainable future, this goal can never be achieved without education and learning on sustainable development.

UNESCO has been designated the lead agency for DESD and the Organization is coordinating activities and events with other ONU agencies and concerned entities.

In 2014, OREALC/UNESCO Santiago trained 35 journalists from 5 countries on topics related to sustainable development to improve the quality of information available in the media on the topic, and to sensitize communication specialists on the increasing importance of issues such as water management and water scarcity, climate change and pollution.

The Global Action Programme on ESD (GAP), adopted at the World Conference on Education for Sustainable Development, held in Japan in November 2014, represents a renewed impetus by UNESCO Santiago in 2015 to mainstream ESD in the post-2015 regional education agenda.

**35** international journalists  
trained on ESD

## Sexuality Education and HIV Prevention Education

Socio-cultural diversity in the LAC region represents a source of creativity and human development, but it can also result in social tensions. Education policies can transform this diversity into a factor of understanding and tolerance, an instrument for cultural pluralism.

UNESCO Santiago examines how education systems in the region deal with the issue of diversity in its different manifestations, and propose policies that enable countries to become more tolerant, inclusive and intercultural.

In the framework of inclusive educational practices, 90 teachers were trained in Chile, El Salvador and Mexico on topics such as gender, diversity and sexuality, classroom management, production of training materials for teachers and students, and teaching perspectives on policies and programmes.

More than 9,000 students in the region have benefited from this work. In addition, 500 students, 300 teachers, 150 academics, 20 secondary school principals in Chile have been trained on dealing with homophobic and transphobic violence in schools.



Regional Consultation Meeting on Homophobic and Transphobic Violence in Schools. Bogota, Colombia. © UNESCO

**500** students

**300** teachers

**150** university officials

**20** school principals trained in Chile

# 11

**countries**  
participated in  
the Regional  
Consultation on  
Homophobic and  
Transphobic  
Violence in schools  
in Latin America  
and the Caribbean

Argentina, Brazil, Bolivia, Chile,  
Colombia, Cuba, El Salvador,  
Haiti, Mexico, Peru, Uruguay



## Education for Disaster Risk Management

The LAC region is very diverse – socially, culturally and geographically. It is frequently affected by natural disasters, such as earthquakes, tsunamis, hurricanes, volcanic eruptions, fires.

These phenomena combined with conditions of vulnerability (pockets of poverty, homes built on unsafe land, poor education and health services in slums or in marginalised areas, insufficient social participation in development processes) all create conditions of high risk.

In addition to “major” disasters, the region is also affected by less spectacular phenomena: floods, landslides, disease, frost and drought. These do not necessarily attract international attention but socially they are destabilizing and exacerbate poverty and the living conditions of the most vulnerable groups.

To reduce the risk of disasters and to strengthen the resilience of communities, it is necessary to integrate risk management into the education curricula and practices. Those schools that develop risk management actions contribute to a culture of prevention and resilience, both essential for sustainable development; they promote a development model that goes well beyond the traditional economic growth and consumption patterns.

In this respect, OREALC/UNESCO Santiago is working with several countries to raise awareness and commitment to the aims of DESD. Two projects have been implemented, each with specific results:

### *DIPECHO Project (Chile, Colombia, Ecuador, Peru)*

- Capacity building in disaster risk reduction (DRR) in education, by ministries of education and selected universities (education faculties).
- The organizations in charge of DRR management in the four countries have strengthened their technical and scientific skills to implement DRR activities.
- Awareness-raising for more than 2,000 persons through DRR capacity-building, especially in the education sector.

### *Biodiversity Project (Chile)*

- Interdisciplinary processes (curricular and extra-curricular) for biodiversity education introduced in two educational communities.
- Production of a thematic map of locations of special interest for bio-diversity education developed by the Biosphere Reserve “Campana Peñuelas”.
- Production of educational guides on bio-diversity for teachers in the basic education cycle.

## Contribution of the UNESCO Institute for Statistics (UIS)

A significant part of the work of the UIS in the region is carried out by a team based in OREALC/UNESCO Santiago. In 2014, its activities were concentrated around two objectives.

a) Groundwork for the implementation of new international instruments for the collection of statistics on education, namely the International Standard Classification of Education (ISCED) 2011 and the 2014 UIS education survey.

Regional workshops were organized for Latin America (Antigua, Guatemala, November 2013) and for the Caribbean (Montego Bay, May 2014); 33 countries participated in the two events. Approximately 70 officials from national offices for education statistics received training in the use of this improved Classification, and in the new education survey which will result in educational data that more relevant and of better quality.

b) Strengthening national capacity for the production of statistics and international reporting for the education and culture sectors.

In the realm of education statistics, two areas that have grown in importance in recent years have been statistics on educational finance and on tertiary education. This is because these areas have generally been less developed in national information systems, which in turn means there are less data at the international level.

# capacities of 70 ministerial staff strengthened

Technical assistance was provided in 2014 to strengthen the production of statistics on education finance: in May in Puerto Rico, at the request of the National Institute for Statistics, which was in charge of the UIS education survey, and in August in Peru, where a national workshop on statistics on education finance was organized jointly with the Ministry of Education. In both cases, the level of participation was significant, both because of the number of staff involved and the relevance of the invited institutions, since one of the features of educational finance statistics is that the information is dispersed in different organizations, which requires them to cooperate with each other.

UIS has developed a conceptual framework for the production of cultural statistics. This framework is a key tool in defining national frameworks and in constructing information systems for the culture sector. After having worked bilaterally with several countries, a regional workshop on culture statistics for Latin America was held in San Jose, Costa Rica, in September 2014.

## Forum for the Right to Education

With support from OREALC/UNESCO Santiago, the Forum was established in 2003 to provide follow-up support to EFA in Chile. The Forum is composed of civil society actors, and its aim is to promote social participation in education, thus contributing to the design of a common public agenda. The Forum has generated over the years critical information which is available for decision-making and for resolving specific situations in favour of the right to education.

### Education for All Global Action Week, 2013 and 2014

To promote EFA, as in past years, OREALC/UNESCO Santiago worked together with the Forum and CLADE (Latin American Campaign for the Right to Education) on the organization of the Education for All Global Action Week. The activities of the event included debates and social mobilization, seminars, marches, videos and publications that motivated the joint work of more than 50 civil society organizations, with some 800 participants, reaching more than 5,000 people electronically and through Web visits.

The wealth of experience of the participating associations and institutions, which included parents, teachers, students, civil servants and employees of educational, academic and universities, generated policy proposals around the role of teachers in realizing the right to education.



© Forum for the Right to Education, Chile.



## 7th Global Meeting of the Collective Consultation of NGOs on Education for All (CCNGO)

In partnership with CLADE and the Forum, OREALC/UNESCO Santiago organized the 7th Global Meeting of CCNGO in Santiago from 21 to 23 May 2014. The event brought together representatives from 60 national and international NGOs. They took stock of EFA achievements and remaining tasks as well as the future of EFA after 2015; they also strategized on the role of civil society engagement in the educational agenda for 2015-2030.

The participating organizations adopted a Declaration with proposals and positions in support of EFA, and stressed the holistic nature of the post-2015 sustainable development agenda. Through the Santiago Declaration, the CCNGO has been able to influence the resolutions that the EFA Steering Committee has taken at the international level, bearing in mind the global education goals for 2015 until 2030.



CCNGO meeting, may 2014. © UNESCO



CCNGO Meeting, May 2014. © UNESCO

## Letter to the United Nations Special Rapporteur on the Right to Education

The Forum and four communities of Cerro Navia (suburb of Santiago, Chile), which had been affected by the closure of their schools, sent a letter to the UN Special Rapporteur on the right to education. The rapporteur responded by expressing his concern and his interest in finding a solution to the problem. The closure of the schools, which affected 1,200 students and their families, was reversed and the schools were reopened by the Government. This is an example of citizen participation in education by the Forum.

## Innovative Funding of Education

The Forum has drawn up a proposal for the financing of education in Chile, based on international legal norms for education and community involvement. The formulation has encouraged the participation of more than 500 people of educational communities, schools and lyceums of the municipalities of San Joaquin and Los Andes.

The proposal provides for the calculation of the costs associated to the full realization of the right to education; once implemented, it would benefit the whole of the student population as well as those who work in the school system. The Ministry of Education of Chile has expressed interest in the proposal in the present context of the national education reform.



Forum representatives send a letter to the Special Rapporteur. © UNESCO



World Conference on Youth, Mexico City. © UNESCO

## Inclusion in Higher Education

OREALC/UNESCO Santiago supports the Chilean “Red de Propedéuticos” (Network of pre-university courses), through the UNESCO Chair on inclusive higher education at the University of Santiago (USACH). This network is unique in that it aims to guarantee access to tertiary education to young people from vulnerable backgrounds, who have demonstrated academic prowess in the public school system.

The sixteen universities that are members of the network offer students a programme to prepare their entry into higher education. The programme, funded by the universities themselves, is thus improving equity in access to young people from the lowest income quintiles. In 2014, this initiative has been officially scaled up by the Government of Chile with the introduction of PACE (“Programa de Acompañamiento y Acceso Efectivo a la Educación Superior”). This is a clear example of how UNESCO has helped influence the development of public policies in favour of inclusiveness in higher education.

The UNESCO Chair and OREALC/UNESCO Santiago have also mobilized private sector funding. Through a generous contribution from the Colunga Foundation, scholarships for living expenses are being granted to 197 university students from pre-university courses in 2014-2015. This partnership with the private sector is an example to follow in the years to come. In 2015, the experience of the pre-university foundation courses will be shared with other countries as an example of an affordable inclusion policy in higher education.

For the third consecutive year, OREALC/UNESCO Santiago has supported the diploma “Transformational leadership for inclusive higher education” supported by the University of Santiago of Chile. The diploma is aimed at young university graduates who become “ambassadors” for educational inclusion and tutors for students in the pre-university foundation courses.

## Support of UNESCO to the Ministry of Education of Chile

OREALC/UNESCO Santiago supports the host country in all areas of competence of the Organization. In particular, it has carried out, in cooperation with the Chilean Ministry of Education, (MINEDUC), a number of studies, interventions and programmes.

The Office thus maintains close cooperation with the Chilean National Commission for UNESCO hosted in MINEDUC, and with other bodies such as the Ministry of Foreign Affairs, the Council for Culture and Arts, CONICYT, DIBAM, the Council of National Monuments, universities and research centres.

With respect to the on-going educational reform in Chile, OREALC/UNESCO was invited to the National Congress (Parliamentarian Education Commission) to give its technical opinion on the reform. UNESCO's presentation, which was, like the actual reform, in line with the right to education, received a positive reception from parliamentarians.

UNESCO Santiago is collaborating with MINEDUC on the public consultation of the planned educational reform. No less than twenty-five round tables have been organized to consider the topics of the President's proposed reform. Participation has been broad and includes all interest groups – teachers, students, local government officials, public and private universities, academics, etc.

## Support to the educational system in northern Chile

The earthquake that struck the north of Chile on 1 April 2014 affected badly the local education system, physically and psychologically. In response to the calamity, UNESCO Santiago is implementing a project to strengthen teaching skills in adverse conditions through the provision of safe environments that give renewed confidence to students, teachers, and parents.

The strategic objective of this intervention is to protect education achievements and respond to the need for learning in difficult conditions. A transversal objective is to strengthen the pedagogical action of teachers to help mitigate the emotional trauma of students. Materials have been prepared for teachers of early childhood, basic education, secondary, technical and special education, and for school managers, and training workshops have been organized for education actors in the affected areas.

Studies and capacity development: several studies have been carried out with the MINEDUC on a range of topics:

- a) Education and the use of technologies: on the use of digital educational resources; the digital development of schools in non-traditional contexts; evaluation of digital skills.
- b) Local management: strategies for a network of territorial management; interventions for strengthening school management in the regions.
- c) School leadership: strengthening the capacities of school directors.

UNESCO Santiago has also contributed to the organization of international seminars and of the Expo-Enlaces, an annual international exhibition on ICTs in education.



# Jornada de Trabajo para una Nueva Política Nacional Docente

Las profesoras y profesores en el centro de la Reforma Educativa

Ministerio de Educación  
2014



Launch of the initiative for a new National Policy on Teachers. © UNESCO



UNESCO is working to create integrated knowledge societies and to empower local communities for increased access, preservation and exchange of information and knowledge in all areas of UNESCO's mandate. Knowledge societies should be founded on four pillars: freedom of expression, universal access to information and knowledge, respect for cultural and linguistic diversity and a quality education for all.

# Communication and Information

## Freedom of Expression and of the Press Freedom

In 2014, OREALC/UNESCO Santiago promoted freedom of expression and freedom of the press as a basic human right, through a range of activities. Two events are worth mentioning: on World Press Freedom Day, 3 May, 140 students in communication and journalism took part in debates on the limits to diversity in the national media, and on the working conditions of journalists in Chile.

In addition, OREALC/UNESCO has implemented, together with the World Association of Community Radios (AMARC), a project to establish radio schools to build the capacity of communities to develop content for radio. Around 300 persons have thus been trained to shape news stories for radio, and to narrate events and stories from their communities, families and traditions. This project thus facilitates access to media and the protection of oral heritage.

## Memory of the World Programme: Preserving Documentary Heritage

OREALC/UNESCO Santiago has supported the establishment of the Latin American Library of Memory in the University of Chile. This academic project brings together a range of printed, digital and audio-visual documents on the region's recent history. The library's collections will include "secret" archives from past authoritarian regimes, the testimonies of victims of human rights' violations, documentation from civil society as well as testimonies of activists in social and political movements.

This documentary collection will be complemented with information and archives from Europe, USA and Africa that deal with Latin America in the 20th Century. The aim is thus to preserve the memory of the region from many different perspectives.



World Press Freedom Day. © UNESCO



Preservation of historical documents. © UNESCO

# Natural Sciences

## Hydrological Systems and Global Change

Two projects were completed in 2014 by the Office: (i) Management of water resources in arid regions in Latin America (MWAR-LAC) and (ii) Impact of glacier retreat on water resources. Both projects were funded by the Government of Flanders, Belgium.

The aims of the first project were:

- a) Improvement in water regulation as a basis for attaining integrated water resources management.
- b) Use of modern techniques and methodologies to assess and improve water use efficiency.
- c) Hydro-climatic risk management including decision-making.

The objectives of the second project on the impact of glacier retreat were:

- a) Raise awareness and enhance capacities to assess, monitor and communicate the impact of and response to climate change on natural and socio-economic environments at local, national and regional level.

- b) Develop strategies and policy guidelines considering vulnerabilities, opportunities and potential for adaptation, with particular reference to strengthening the role of local communities.

- c) Facilitate and strengthen on-going research activities in the region.

- d) Provide education and training at tertiary level, middle technical level, and review and strengthen community education.

Thus, more than 200 persons were trained in various workshops on project design and the components of the National Drought Observatory. A database has been set up that includes a roster of experts, institutions, projects, events and publications that deal with arid zones and drought management. The database serves as a repository of information for institutions and scientists working in the management of arid and semi-arid ones. It can be accessed online and institutions may request access to update it and add to it. There are currently 530 specialized users.



# “Water resources management in arid zones in Latin America and the Caribbean” (MWAR-LAC)

## “Impact of melting glaciers on the availability of water resources”

Use of the MWAR-LAC Project Website by Country in 2014 (until September)

País	Sesiones	Usuarios
Chile	955	418
Peru	416	271
Argentina	260	171
USA	199	142
Colombia	153	94
Brazil	132	77
Mexico	124	85
Bolivia	93	67
Venezuela	85	49
Ecuador	69	45
Uruguay	65	39
Jamaica	35	6
Costa Rica	30	18
Panama	15	12
Guatemala	11	11
El Salvador	10	8
Barbados	8	6
Trinidad & Tobago	8	4
Nicaragua	7	7
Paraguay	7	7
Cuba	6	5
	1.733	1.124



OPICERA SALTINERA  
LA ISERRA



OPICERA SALTINERA  
PRIMITIVA  
SALTINERAS

# Culture

## Support to the World Heritage Site Humberstone and Santa Laura

The earthquake that hit Northern Chile on 1 April 2014, caused damage to the Saltpeter Works of Humberstone and Santa Laura, which had already been inscribed on the List of World Heritage in Danger of UNESCO.

While the structures themselves resisted the earthquake, there was damage to partition walls, cracks, broken glass and plaster and broken objects. The damage was assessed by an initial mission by UNESCO, the National Council of Monuments and the local administration of Tarapacá.

UNESCO Santiago immediately offered technical assistance to the National Council of Monuments to obtain resources from the World Heritage Fund to undertake a detailed evaluation of the damage, risks and requirements of the site, and to plan the reconstruction process. The Council carried out an inventory (cadastral survey) of all national heritage that had been damaged, and the preliminary report is already available. It is likely that in early 2015 the World Heritage Centre authorities will approve the allocation of resources to start the repair.



## Arts Education Week

Following the successful 2nd World Conference on Artistic Education (Seoul, 2010), UNESCO General Conference in 2011 declared the fourth week of May to be the International Week of Artistic Education.

In 2012, UNESCO launched an open invitation to all Member States to join the opening event which was celebrated at UNESCO Headquarters on 23 May 2012, with the participation of artists, educators, researchers, NGOs and international associations. In 2013, the National Council for Culture and Arts of Chile (CNCA) and UNESCO Santiago organized a joint event to celebrate this international week. In 2014, a second event was organized from 12 to 16 May also joined by the Ministry of Education (MINEDUC).

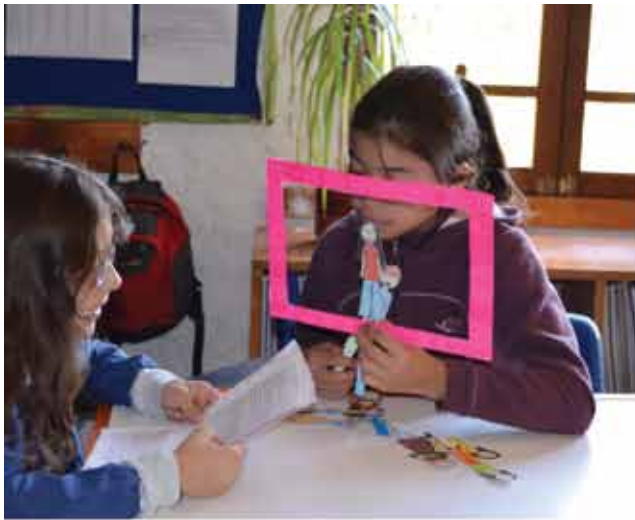
**242** education institutions participated, namely 37% of the schools that celebrated the Arts Education Week

**22,964** students across Chile experienced meeting an artist

**10,305** students and teachers participated in arts education activities

**111** schools visited cultural centres

**18,431** students visited cultural centres



Arts Education Week 2014. © UNESCO

# International Cooperation in Education

The countries in the region have made recognized progress toward achieving the six objectives of Education for All by 2015. However, the region can and should formulate more ambitious education goals since it has the necessary fiscal, intellectual and political conditions to do so.

The agenda for education from 2015 to 2030 will certainly require additional and more specialized capacities. Likewise, the demand for international cooperation will require a more dynamic and rigorous production of relevant and up-to-date information and data, to allow for more efficient policy decision-making.

International cooperation is a key component of the programmes developed by UNESCO. OREALC/UNESCO Santiago fully appreciates and acknowledges the contribution of its supporters and partners in achieving these objectives:

- Ministries of Education of LAC countries that entrust development projects to the Office , thus contributing to the international agenda of commitments

- Spanish Cooperation through its Agency for International Cooperation (AECID) and the Spanish Ministry of Education, Culture and Sports

- UNICEF (United Nations Children’s Fund)
- IDB (Inter-American Development Bank)
- EU/DIPECHO (Disaster Preparedness Programme of the European Commission Humanitarian Aid)
- UNAIDS (Joint United Nations Programme on HIV/AIDS)
- OAS (Organization of American States)
- PREAL (Education Programme of Interamerican Dialogue)
- Government of Flanders, Belgium
- Colunga Foundation
- Santillana Foundation
- Intervida (EDUCO) Foundation
- Samsung

# Inter-agency work in LAC



## *OREALC/UNESCO Santiago and the United Nations Country Team (UNCT) in Chile*

UNESCO Santiago participates fully in all the activities of the UN System in Chile, implementing actions in the areas of its mandate as part of the UNCT.

On 4 September 2014, Chile approved the United Nations Development Assistance Framework (UNDAF). This is a joint planning document for cooperation that establishes the collective response and the rights framework for national priorities. UNDAF also responds to international commitments and goals such as the Millennium Development Goals, adopted in conferences, summits, conventions and international instruments.

UNESCO Santiago was actively involved in the design of UNDAF and will continue to contribute to implement the UNDAF until 2018. The UNDAF in Chile is articulated

around four cooperation areas that allow UN agencies to work together:

- a) Poverty reduction and reduction of inequalities;
- b) Strengthening democracy and citizenship;
- c) Climate change, environmental and energy sustainability; and
- d) South-south cooperation and support to reconstruction.

In line with inter-agency collaboration, the Office is a member of several inter-agency thematic groups, which serve as common working mechanisms for UNDAF and for joint programmes or projects. The working groups are organized around different themes such as emergencies, human rights, South-South cooperation, gender, HIV/AIDS, indigenous groups, and communication.

In this context, UNESCO Santiago assumed coordination for the Interagency Group on Indigenous Peoples (GIPI, in Spanish). In 2014 the GIPI helped coordinate and finance a consultative process, with the aim of building a common proposal that reflected the aspiration of indigenous people with respect to the public policies that affect them, for inclusion in the final document adopted by the World Conference of Indigenous Peoples, September 2014. The nine indigenous groups recognized in Chile were represented in the consultation.

The process included 120 meetings across the country and a National Meeting of Indigenous People which took place on 8 August 2014, which submitted the document for the World Conference. Thus, throughout the year, meetings were held with indigenous organizations and public authorities to support and evaluate the implementation of the international treaties to which Chile is a signatory.

*OREALC/UNESCO Santiago and the United Nations Country Team (UNCT) in Chile*

OREALC/UNESCO Santiago is a member of United Nations Development Group in Latin America and the Caribbean (UNDG LAC), which comprises the regional directors of the different UN agencies in Latin America and the Caribbean and which meets on a regular basis.

The purpose of UNDG LAC is to improve the coherence of the UN System at the regional level and to support the UN Country Teams in communicating and delivering as one in the different countries. UNDG LAC addresses pressing issues and supports development, environmental and humanitarian priorities for the achievement of the Millennium Development Goals. It also provides support to Member States in the formulation and future implementation of the post-2015 sustainable development agenda.

One of the tasks of UNDG LAC is to assist the UNCTs in their strategic programming and in the design and implementation of the respective UNDAFs and ensuing joint programming. To this end, UNDG LAC has set up the Peer Support Group (PSG) which works directly with the UN Country Teams (UNCTs).

The Regional Programme Coordinator for Education of OREALC/UNESCO Santiago is an active member of the PSG, whose members have been trained systematically on normative frameworks, tools and priority areas for the region, thus acting as resource persons for the UN in the region.

OREALC/UNESCO Santiago is also an active member of several Interagency Regional Groups. The following three are worth mentioning:

- Interagency working group on child labour, which has produced the publication “United Nations system and working children in Latin America and the Caribbean - a priority for a common initiative”.
- Indigenous peoples (GIRPI) which follows up on the regional standpoints of international indigenous organizations.
- Social Protection Floor which has produced the publication “The role of Social Protection Floors in social protection in Latin America and Caribbean”.



# List of Acronyms

AECID	Spanish Agency for International Development Cooperation
AMARC	World Association of Community Radio Broadcasters
CCNA	National Council for Culture and Arts (Chile) <i>Consejo Nacional de la Cultura y las Artes</i>
CCNGO/EFA	Collective Consultation of NGOs on Education For All
CEPPE	Center for Research on Educational Policy and Practice (Chile) <i>Centro de Estudios de Políticas y Prácticas en Educación</i>
CPCE	Centre for Comparative Education Policies (Chile) <i>Centro de Políticas Comparadas de Educación</i>
CIAE	Centre for Advanced Research in Education (Chile) <i>Centro de Investigación Avanzada en Educación</i>
CLADE	Latin American Campaign for the Right to Education
CONAF	National Forestry Corporation (Chile) <i>Corporación Nacional Forestal</i>
CONICYT	National Commission for Scientific and Technological Research <i>Comisión Nacional de Investigación Científica y Tecnológica</i>
DESD UN	Decade of Education for Sustainable Development
DIBAM	Direction of Libraries, Archives and Museums <i>Dirección de Bibliotecas, Archivos y Museos</i>
DIPECHO	Disaster Preparedness of the European Commission Humanitarian Aid
DRR	Disaster Risk Reduction
EFA	Education for All
GAW	Global Action Week for Education
GEM	Global Education Meeting
GIPI	Interagency Group on Indigenous Peoples <i>Grupo Interagencial de Pueblos Indígenas</i>
GIRPI	Regional Interagency Group on Indigenous Peoples <i>Grupo Regional Interagencial de Pueblos Indígenas</i>
GITI	Regional Interagency Group on Working Children <i>Grupo Interagencial Regional sobre Trabajo Infantil</i>
GMR	Global Monitoring Report
ICFES	Colombian Institute for Education Evaluation <i>Instituto Colombiano para la Evaluación de la Educación</i>
ICT	Information and communication technologies
IDB	Inter-American Development Bank

INEE	National Institute for Education Evaluation (Mexico) <i>Instituto Nacional para la Evaluación de la Educación (México)</i>
INEP	Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Brasil)
INNOVEMOS	Regional Education Innovations' Network
ISCED	International Standard Classification of Education
LAC	Latin America and the Caribbean
LLECE	Latin American Laboratory for the Assessment of Education Quality <i>Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación</i>
MAB	Man and the Biosphere
MIDE UC	Centre for Applied Research, Measurement and Evaluation, Univesity of Chile <i>Centro de Investigación, Medición y Evaluación Aplicada</i>
MINEDUC	Ministry of Education <i>Ministerio de Educación</i>
MWAR-LAC	Managing Water Resources in Arid and Semi Arid Regions of Latin America and Caribbean
NGO	Non-governmental organization
OAS	Organization of American States
OREALC	Regional Bureau of Education for Latin America and the Caribbean
OREI	Regional Observatory for Inclusive Education <i>Observatorio Regional de Educación Inclusiva</i>
OWG	Open Working Group
PACE	Support programme for effective access to higher education
PREAL	Education Programme of Interamerican Dialogue
PRELAC	Regional Project for Education in Latin America and the Caribbean
PSG	Peer Support Group
RDT	Regional Directors Team
RIINEE	Iberoamerican Cooperation Network for the Education of People with Special Educational Needs
SDG	Sustainable Development Goals
SERCE	Second Regional Comparative and Explanatory Study
TERCE	Third Regional Comparative and Explanatory Study
UIS	UNESCO Institute for Statistics
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDG LAC	United Nations Regional Team for Latin America and the Caribbean
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USACH	University of Santiago of Chile

# Publications



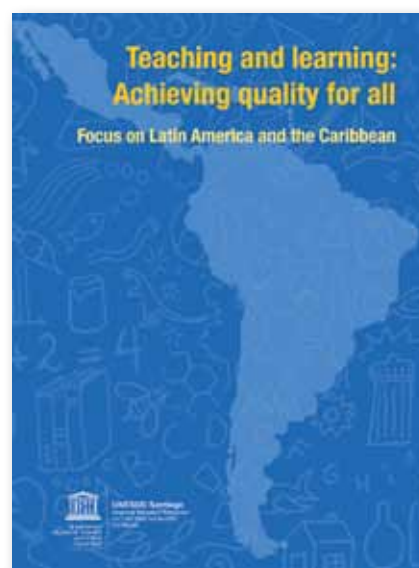
Regional Information System of Educational Information on students with disabilities



An analysis of specific relevant issues in each of the four areas considered by the Regional Teaching Strategy



Summary of the VIII Iberoamerican educational cooperation sessions on special education and educational inclusion



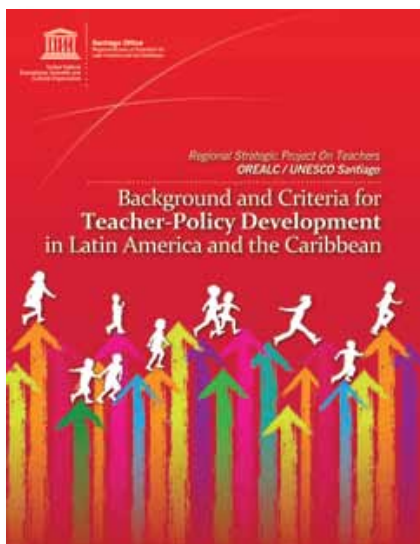
Teaching and learning: Achieving quality for all. Focus on Latin America and the Caribbean



Policies promoting school leadership in eight education systems throughout the region.



Education and inequality: recommendations for the post-2015 agenda



Background and Criteria for Teachers' Policies Development in Latin America and the Caribbean



Comprehensive Sexuality Education: Concepts, Frameworks and Competencies



Study on relevant experiences in teacher policy in Latin America and the Caribbean



First release of TERCE results



An innovative approach on the post-2015 quality education agenda



Inclusion in higher education for students in socially vulnerable conditions



Notes Post-2015 working papers on education



Regional Report about Education for All in Latin América and the Caribbean.



Latin America and the Caribbean: Education for All 2015 Regional Review

# Multimedia



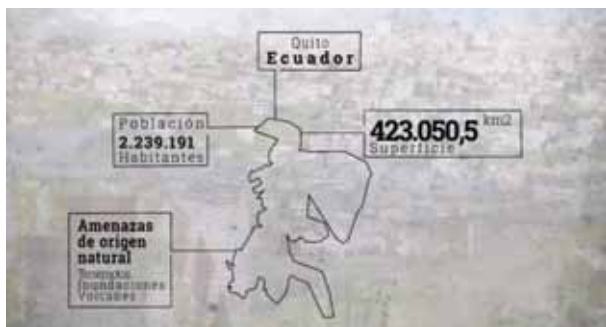
World Press Freedom Day 2014, Chile



First delivery of results from the Third Regional Comparative and Explanatory Study (TERCE)



Regional Campaign “More education, less risk” from the project “Reducing Disaster Risks through Education and Science in Chile, Colombia, Ecuador and Peru” (2013-2014)



Risk Management in Quito, Ecuador. Regional Campaign “More education, less risk” from the project “Reducing Disaster Risks through Education and Science in Chile, Colombia, Ecuador and Peru” (2013-2014)



Risk Management: Environmentalist School in Peru. Regional Campaign “More education, less risk” from the project “Reducing Disaster Risks through Education and Science in Chile, Colombia, Ecuador and Peru” (2013-2014)



Disaster Risk Management Education: Local school safety meeting in Talcahuano, Chile. Regional Campaign “More education, less risk” from the project “Reducing Disaster Risks through Education and Science in Chile, Colombia, Ecuador and Peru” (2013-2014)



Risk Management: Initial training programme for teachers in Paez, Colombia. Regional Campaign “More education, less risk” from the project “Reducing Disaster Risks through Education and Science in Chile, Colombia, Ecuador and Peru” (2013-2014)

