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Santiago Office

Regional Bureau of Education for
Latin America and the Caribbean

ACTIVITY REVIEW

2010



► The digital version of this report with links to relevant events, activities and publications can be accessed at www.unesco.org/santiago.

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FOREWORD FROM THE DIRECTOR

On the occasion of the UN Summit on the Millennium Development Goals in New York in September 2010 and five years from the Education for All (EFA) deadline, the past year has been an opportunity for UNESCO's Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago) to take stock of progress made in the region and the challenges ahead.

In Latin America and the Caribbean (LAC), significant advances have been made in access to early childhood care and education, adult literacy, and universal access to primary education. However, nearly half of young people do not complete secondary education and the quality of education is low and varies widely, both within countries and across the region. OREALC/UNESCO Santiago is addressing these and other challenges through its programmes and activities in partnership with other UN agencies, national governments, Ministries of Education, the educational community, public and private partners, and civil society organizations (CSOs).

In 2010, the Regional Education Project for Latin America and the Caribbean (EFA/PRELAC), the roadmap adopted by the region's Ministers of Education to achieve the EFA goals, continued to gain momentum. During the 2nd Meeting of the Bureau of the EFA/PRELAC held in Rio

de Janeiro (November 2010), participants evaluated progress made and outlined the actions necessary to ensure EFA by 2015. In response to the Bureau's recommendations, the UNESCO Regional Bureau is now placing emphasis on technical-political forums for the exchange of ideas and experiences between Ministers; establishing a working group for defining indicators to assess the quality of education; promoting the harmonisation of agendas through enhanced collaboration with other geographical groupings (CARICOM, UNASUR, MERCOSUR, CECC/SICA); and diversifying partnerships with the Ministries of Health, Labour and Social Welfare/Development to address the issue of inequity and its corollary, low-quality education and poor learning outcomes. The Regional Bureau has also made additional steps towards a regional parliamentary commitment to EFA/PRELAC by organizing the 1st Forum of LAC Parliamentarians for Education (Santiago, Chile).

A number of activities have been organized in the framework of the International Year of Youth. OREALC/UNESCO Santiago participated in the World Youth Conference, analysed educational policies for youth, and compiled good practices from the twelve UNESCO Offices and Institutes in the region to promote the participation of young people in development, and

support education systems that are responsive to their needs.

Evaluation of educational quality is key to refining policies and providing learning opportunities to the entire population. The Regional Bureau supports the development of performance indicators and monitors the impact of educational policies and practices. Towards this end, the Regional Bureau has completed two studies, one in collaboration with the OAS that analyses regional progress towards the education goals set forth at the Summit of the Americas, and another that monitors progress towards the EFA goals.

Education for All is a right in all circumstances, including emergencies. OREALC/UNESCO Santiago provided emergency technical assistance to the Ministries of Education of Haiti, following the country's devastating January earthquake, and Guatemala, following tropical storm Agatha. In Chile, the Regional Bureau implemented a project funded by the UN's Central Emergency Relief Fund in response to the country's February earthquake.

Latin America and the Caribbean have made internationally recognised progress towards EFA. Yet, a number of challenges remain. By continuing to expand its network of partners and activities, OREALC/UNESCO Santiago will help countries achieve the right to quality education for all by 2015.



JORGE SEQUEIRA

DIRECTOR

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

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EDUCATION FOR ALL

Education is both a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. The right to quality education is the focus of UNESCO's efforts to promote the Education for All (EFA) initiative worldwide. EFA has six goals for 2015: early childhood care and education; universal primary education; ensuring the learning needs of all young people and adults; literacy; gender parity and equality; and quality education.

Every year the “**Global Action Week**” advocacy campaign for education commemorates the World Education Forum (Dakar, Senegal), where 164 governments adopted the EFA goals. In 2010, [OREALC/UNESCO Santiago celebrated Global Action Week](#) by organizing activities that focused on equitable funding for education. On 7 April, the Director of OREALC/UNESCO Santiago and the Coordinator of the National Forum on Quality Education for All in Chile inaugurated the campaign. During the event, participants made pledges for more equitable funding of education. On 20 April, OREALC/UNESCO Santiago organized a **public debate “Education in Chile: a right or a privilege”**, featuring the Ministry of Education of Chile, UNESCO, the Coordinator of the National Forum on Quality Education for All, and high-level staff from the Economic Commission for Latin America and the Caribbean (ECLAC). Over 100 officials attended the debate, which concluded with the distribution of the UNESCO publication *EFA Global Monitoring Report 2010, reaching the marginalized (GMR)*, the main instrument for measuring global progress toward the six EFA Goals. Regionally, **OREALC/UNESCO Santiago played a key role in the diffusion of the GMR** by participating in interviews

The right to quality education is the focus of UNESCO's efforts to promote the Education for All (EFA) initiative worldwide.



1st Forum of Parliamentarians for Education in Latin America and the Caribbean.

with LAC media on the state of education, providing support to other UNESCO Offices, and responding to queries about the progress of countries.

In August, the Regional Bureau participated in a [conference on the financing of public policy priorities in education](#), organized by the EFA Forum and the Chilean Association of Municipalities. The event brought together city mayors and Directors of municipalities responsible for local public education to discuss the articula-

tion between financing of education and quality education.

In May, OREALC/UNESCO Santiago organized the [1st Session of the Forum of Parliamentarians for Education in LAC](#), which resulted in commitments to support legislation and funding that advance EFA in countries across the region. Bolivia's parliamentarian proposed to host the 2nd Session of the Forum in 2012.

To support the right to quality education in all circumstances, UNESCO promotes a rapid back-to-school policy in post-disaster situations, which helps rebuild the emotional and cognitive state of students and their families and bridge the gap between calamity and reconstruction. In 2010, OREALC/UNESCO Santiago responded to the devastating earthquake in Haiti (January) and [tropical storm Agatha in Guatemala](#) (June) by



Public debate “Education in Chile: A Right or a Privilege”.



UNESCO celebrated World Teachers' Day by honouring thirteen teachers.

providing emergency technical assistance in support of the reactivation of the education system. In November, in collaboration with UNESCO headquarters and the UNESCO Institute of Statistics, the Regional Bureau assisted in the design of a post-disaster rapid needs assessment and the reconstruction of the national education management information system (EMIS) in Haiti. Following the massive earthquake in Chile (February), the Regional Bureau led the Education response of the UN Country Team through a project on the provision of emergency education in the affected areas funded by the UN's Central Emergency Relief Fund. More information on the [activities described above](#) is provided in "[Education during and after conflicts and disaster](#)", the fourth edition of OREALC/UNESCO Santiago's regional electronic newsletter.

In post-disaster situations, teachers play a critical role in social, economic, and psychosocial reconstruction, and in ensuring the right to education. In celebration of **National Teachers' Day** and **World Teachers' Day**, themed "Recovery Begins with Teachers", OREALC/UNESCO Santiago and the Chilean Ministry of Education paid tribute to the educational community in a [video featuring the area's teachers and principals](#) and a [video slide show](#) on the role of teachers in recovery.

Just as education is a right in every circumstance, it is also a right during all stages of life. Further to the Belém Framework for Action, the final document of the 6th International Conference on Adult Education (Brazil, 2009), OREALC/UNESCO Santiago elaborated the **Belém Framework for Action Regional Support Strategy**. This document will be presented to Member States and partners in 2011 for approval and follow-up.

In the region, 9% of the population aged 15 and older is illiterate. This is equivalent to 36 million people. The number of illiterates is much higher if we consider functional illiterates, people who lack the necessary skills for effective and productive performance within society.



Participants in the Braille literacy and awareness campaign.

In post-disaster situations, teachers play a critical role in ensuring the right to education.



UNESCO video on the role of teachers in Chile's post-earthquake reconstruction.

In 2010, OREALC/UNESCO Santiago collaborated with ECLAC on the publication of *The Social and Economic Impact of Illiteracy. Analytical Model and Pilot Study*, which demonstrates that the loss of productivity generated by illiteracy is high enough for the eradication of illiteracy to be considered both a social goal and an economic priority. To mark **International Literacy Day** (8 September), OREALC/UNESCO Santiago participated in the inauguration of a [two-day Braille literacy and awareness campaign](#) in Santiago's subway system. Organized by Fundación Luz, campaign events included the display of Braille sculptures, poetry and banners, and the distribution of cards and books in Braille.

EMERGENCY RELIEF FOR THE 2010 EARTHQUAKE AND TSUNAMI IN CHILE

One of the strongest earthquakes in recorded history struck southern central Chile at 3:34 am on 27 February 2010. Registering 8.8 on the Richter scale, the 90-second earthquake and subsequent tsunami resulted in 521 registered deaths, damage to 74% of schools (6,168 of 8,326) and total damages of USD 29.6 billion.

During the first week of March, UN Secretary-General Ban Ki-moon visited Chile and pledged the full cooperation of the UN System through the **Central Emergency Response Fund (CERF)**. Seven projects were approved totaling **USD 10 million, including USD 1.3 through OREALC/UNESCO Santiago to provide emergency education in the most affected areas of the country.**

In close partnership with the **Ministry of Education**, to ensure the immediate resumption and continuity of classes for 3,374 students, OREALC/UNESCO Santiago provided:

- Emergency repairs of primary and secondary schools with minor damages;

- Construction of 62 temporary learning spaces for primary and secondary schools (including furniture and sanitary installations);
- Installation of 14 water tanks at schools;
- Distribution of 6,250 basic school kits (backpacks, stationery, etc.) and other teaching/learning materials;
- Provision of school furniture (desks, tables, blackboards, and library shelves, among others) in educational establishments; and
- Training for 600 education municipal staff, local education management teams, teachers and principals on providing psycho-social support through education, and on planning and implementing an early recovery plan for the education sector.

Additional activities included a **Rapid Survey of zones affected by the tsunami** to increase understanding for improved preparedness in the future, coordinated with UNESCO's Intergovernmental Oceanographic Commission

(IOC). An **International Tsunami Survey Team (ITST-2010)**, conducted in partnership with the International Tsunami Information Centre, a UNESCO/IOC – National Oceanic and Atmospheric Association joint partnership, facilitated information gathering and sharing by international experts. The ITST Team also included the Pontificia Universidad Católica de Valparaíso, the USA Geological Survey, the University of California and the Universidad de Chile.

The Regional Bureau continues to support the Ministry of Education's efforts to provide quality education for all in areas affected by the earthquake and tsunami, and across the country.

The chapter on "Education for sustainable development" provides more information on **OREALC/UNESCO Santiago's programme on education for disaster risk reduction**. Photos of the Regional Bureau's [mission to the affected area](#) are available.



Views of temporary learning spaces constructed by UNESCO to provide emergency education in the most affected areas of the country.

EARLY CHILDHOOD CARE AND EDUCATION

UNESCO leads the international policy drive for an integrated early childhood care and education system that encompasses the well-being and holistic development of the child.

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The foundations of human development are laid during the early years.

Document prepared for the first World Conference on Early Childhood Care and Education in Moscow.



Early Childhood Care and Education (ECCE) is a fundamental human right, relevant to individual and national development. As the foundations of human development are laid during the early years, experiences during this critical time greatly influence learning.

UNESCO leads the international policy drive for an integrated early childhood care and education system that encompasses the well-being and holistic development of the child. In September, UNESCO hosted the first [World Conference on Early Childhood Care and Education](#) in Moscow. In preparation, OREALC/UNESCO Santiago published the [Early Childhood Care and Education Regional](#)

[Report: Latin America and the Caribbean](#), written in collaboration with UNESCO's International Institute for Educational Planning in Buenos Aires and Colombia's International Centre for Education and Human Development (Fundación Cinde). The Regional Bureau presented the document at the II Meeting for Ibero-American Educational Cooperation on Childhood Education in Argentina (August) and at the IX International Meeting of Early and Preschool Education in Cuba.

OREALC/UNESCO Santiago also shares information on ECCE good practices on an ongoing basis through the website of Red INNOVEMOS. It has provided technical assistance to ECCE technical staff in



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Conference on the results of Chile's first early childhood education survey, which revealed that socioeconomic inequalities begin at birth.

Early Childhood Care and Education is a fundamental right, relevant to individual and national development.

Ministries and Universities through seminars in Uruguay, the Dominican Republic and Colombia in collaboration with the Organization of Ibero-American States (OEI). With UNESCO Havana and the Dominican Republic's National Council for Children and Adolescents (CONANI, its Spanish acronym), the Regional Bureau helped design ECCE policy for the Consultative Board on Early Childhood.

In April, OREALC/UNESCO Santiago participated in a conference on the [first early childhood education survey in Chile](#). The survey revealed the need for redoubled ECCE efforts, given that socioeconomic inequalities begin at birth. Conducted by the Early Childhood Education Board (Junta Nacional de Jardines Infantiles, or "JUNJI") in collaboration with UNICEF and OREALC/UNESCO Santiago, the survey is the first time information has been compiled across Chile on the bio-psycho-social environment for children under age six.



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INCLUSIVE EDUCATION

Schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education for All.

The region has made great progress in expanding access to education, yet this expansion has not been accompanied by measures to guarantee that students stay in school and that their basic learning needs are met. Schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving EFA.

OREALC/UNESCO Santiago provides technical support to Member States to help develop inclusive policies and practices and ensure education access and retention for all students. It publishes assessments and studies, designs instruments for compiling data on the status of inclusive education in the region, and provides training for teachers and education authorities.

In 2010, OREALC/UNESCO Santiago organized various regional workshops to strengthen the capacities of policy-makers at Ministries of Education. At the **VII Annual Meeting on Special Education and Inclusive Education**, organized in March jointly with the Spanish Ministry of Education, Ministry Officials addressed barriers to access, retention, learning and participation among adolescents and youth in secondary education. Following this event, OREALC/UNESCO Santiago **presented an overview of inclusive education in LAC** during the conference “Inclusive Education: A way to promote social cohesion”, hosted by the Spanish Presidency of the European Union.



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Participants in the fourth technical meeting on the development of a Regional Education Information System for Students with Disabilities.

In accordance with the recommendations of UNESCO’s 48th International Conference on Education (October 2008), the Regional Bureau is considering **the creation of a regional observatory of policies for inclusive education** in collaboration with IIEP in Buenos Aires, ECLAC, OEI, the Latin American Campaign for the Right to Education (CLADE), and Inclusion International. Likewise, OREALC/UNESCO Santiago coordinates the development of a [Regional Education Information System for Students with Disabilities \(SIRIED\)](#) with support from the Ministry of Education of Spain. In November, the Regional Bureau held the fourth SIRIED technical meeting with representatives from Argentina, Brazil, Costa Rica, Guatemala,

and the Dominican Republic to review progress made, and to create a methodological framework and indicators for implementation of the information system in 19 countries.

In 2010, the Regional Bureau **offered workshops for Inclusive Education technical personnel from Ministries of Education in Argentina, Colombia, the Dominican Republic and Chile**, where the Regional Bureau is working directly with the Department of Education of the Municipality of Recoleta to help public schools become inclusive educational communities. In partnership with the Ministry of Education of Spain, OREALC/UNESCO Santiago developed an **internship programme to promote South-**



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Participants in the conference for adolescents on successful reinsertion experiences.

South cooperation and best practices in inclusive education. Three projects involving six countries have been approved for 2011.

At the Ibero-American Education Congress (August) and the First Patagonia Congress on Down Syndrome (October), OREALC/UNESCO Santiago discussed policies and practices for inclusive education. It also sponsored a conference for adolescents to discuss successful reinsertion experiences, [“Yo puedo, tu puedes”](#) (“I can, you can”). This event was the first

activity of the **Intersectoral Board on School Reinsertion**, a coalition of Chilean agencies, CSOs and UN agencies formed to prevent school dropout. In December, the Regional Bureau provided training on the education rights of people with disabilities for judges and defence lawyers during a seminar on the **“Convention of the Rights of People with Disabilities and the Administration of Justice”**. At the university level, it sponsored the conference **“Inclusive Education in the**

University Context”, hosted by the Pontificia Universidad Católica de Valparaíso, and participated in the Chile’s **First National Congress on Curriculum and Diversity** (November) in Valparaíso. On an ongoing basis, OREALC/UNESCO Santiago provides support to a network of seven Chilean universities that offer preparatory programmes to help gifted students from socially vulnerable sectors gain access to higher education.

OREALC/UNESCO Santiago provides technical support to Member States to help develop inclusive policies and practices and ensure education access and retention for all students.



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UNESCO supports programmes that help gifted students from socially vulnerable sectors gain access to higher education.

SCHOOL LEADERSHIP

OREALC/UNESCO Santiago conducts workshops on governance, leadership and moral authority throughout the region.



School leadership workshops.

School climate and school leadership are the two most important school variables related to student learning. School management that fosters parent participation, teacher teamwork, harmonious relations among school actors, and a sense of belonging and accomplishment among teaching staff results in significantly higher levels of student cognitive achievement. This is especially pertinent in LAC where **progress in providing access to education has not been paralleled by commensurate progress in the quality of education**. High dropout rates, school violence, particularly in Central America, and low test scores are symptoms of the issues that must be resolved to guarantee the right to quality education.

For these changes to occur, more school leaders are needed. UNESCO defines a leader as a person or team capable of altering the trajectory of their community and leading it toward a better future. OREALC/UNESCO Santiago works to develop leaders by coordinating the **School Leadership Network (SLN)**. In 2010, the Regional Bureau institutionalized the SLN training programme and created a **Diploma in Pedagogic Leadership** in collaboration with university partners; 101 school principals graduated from the diploma programme, offered at the University of Santiago (USACH). In November, the Regional Bureau participated in the [First Ibero-American Congress on School Leadership](#), held in Chile.



OREALC/UNESCO Santiago also conducts school workshops on **governance, leadership and moral authority for peaceful and democratic coexistence throughout the region**. Teachers must embody moral authority by practicing and teaching tolerance, understanding and mutual respect. In 2010, OREALC/UNESCO Santiago [offered support to numerous schools in Santiago](#) with high rates of violence and drug abuse. In October, a [Chilean National Television programme](#) reported on the Regional Bureau's work at Marcelo Astoreca Elementary School, where it has been providing school leadership and moral authority training. In December, the Regional Bureau organized a Latin American "training for trainers" workshop for participants from El Salvador, Nicaragua, Mexico and Chile. Also in December, the Regional Bureau offered training for school counselors in Arica, Chile. [Workshop materials are available online](#) (in Spanish).

EDUCATIONAL INNOVATIONS

To ensure that education keeps pace with technological changes and remains relevant, OREALC/UNESCO Santiago supports networks, programmes and conferences to help share educational innovations and promote the use of information and communication technology (ICT) in the classroom.

In current educational debate, questions regarding the inclusion of ICTs do not focus on their effectiveness as learning tools, but on how to bring the digital revolution and its impact on productivity into the school. In April, OREALC/UNESCO Santiago and UNESCO Brasilia hosted a conference in Brazil on the “[Impact of ICT in Education](#)”. Topics included how to evaluate the impact of ICTs in education, their incorporation into teacher training and continuing education, and policies for their inclusion. Approximately 200 guests, 2000 online virtual participants

OREALC/UNESCO coordinates the Innovations Network (INNOVEMOS), an online forum for the production and dissemination of educational innovations.

from 18 countries, and representatives from Microsoft, Dell CISCO and Sun took part in the conference, which is detailed in the [Impact of ICT in Education conference briefing](#) (available in Spanish).

To support innovation in curriculum and design, OREALC/UNESCO Santiago collaborated with UNESCO’s International Bureau of Education and Uruguay’s Universidad Católica to create an international [diploma in curriculum design and development](#). The first session included thirty-three participants from Africa, LAC and officials from the World Bank and UNESCO.



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OREALC/UNESCO Santiago helps promote the use of information and communication technology in the classroom.

To consolidate educational innovations, foster regional collaboration and promote the exchange of good practices, OREALC/UNESCO Santiago coordinates the **Innovations Network (INNOVEMOS), an online forum for the production and dissemination of educational innovations.**

Created in 2001 with financial support from the Government of Spain, in 2010 the INNOVEMOS site had 1290 subscribers, 7500 monthly visitors, an average of 40 monthly consultations, 404 educational experiences posted and 471 documents published.

During the VII Congress on Latin American Educational Leadership, “Innovation in Education in the XXI Century”, OREALC/UNESCO Santiago presented an overview of educational innovation in the region (Dominican Republic, June). In December, at a national meeting on “innovation and

good practices in the School”, organized by the Ministry of Education of Ecuador with support from UNESCO Quito, the Regional Bureau discussed the role of innovation in assuring quality education and participated in a technical meeting with Ministry staff. OREALC/UNESCO Santiago is currently supporting the creation of a diploma for teachers on innovation in partnership with universities and the National Centre for Social and Educational Investigations (CENAISE, its Spanish acronym) in Ecuador.

In Chile, the Regional Bureau has participated in seminars on educational innovation in partnership with the municipalities of Pucón and Caldera in April and July. In collaboration with the NGO Fe y Alegría, OREALC/UNESCO Santiago hosted workshops for teachers and principals on how to consolidate and systematically implement innovative experiences (August and September). At the University of Chile (May), the Regional Bureau organized a workshop for counsellors and school principals on how to analyse innovative experiences. The INNOVEMOS website can be visited at www.redinnovemos.org.

EDUCATION FOR SUSTAINABLE DEVELOPMENT



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OREALC/UNESCO Santiago organised a course on the Integrated Sustainable Management of Tourism Destinations in Easter Island.

How can individuals and society satisfy their present needs without jeopardising those of future generations? What tools are needed to address the World's greatest challenges, such as poverty, violence, inequity and environmental degradation? How can we raise awareness about the risks of the depletion of natural resources and natural disasters, and develop practices to raise the resilience of communities to these threats?

Education for sustainable development (ESD) seeks to answer these questions by helping individuals gain knowledge and skills and form attitudes that will enable them to make decisions that benefit themselves and others, both now and in the future. ESD encompasses essential issues such as poverty reduction, sustainable lifestyles, climate change, gender equality, corporate social responsibility and the protection of indigenous cultures.

ESD encompasses essential issues such as poverty reduction, sustainable lifestyles, climate change, gender equality, corporate social responsibility and the protection of indigenous cultures.

In 2010, OREALC/UNESCO Santiago promoted ESD through numerous projects and activities. In Rapa Nui (also known as Easter Island), the number of visitors has grown fivefold over the past six years. The impact of tourism on the Island has been enormous, causing wear and tear of its cultural heritage and endangering the sustainability of the tourism industry. The project **Rapa Nui: Developing Capacity of Local Communities for Eco-tourism and Sustainable Development**, supported by the Government of Japan, helps the people of Rapa Nui develop their capacities to strengthen community-based, sustainable eco-tourism to protect local culture and traditions, and

preserve natural resources. In November, the project concluded a **diploma course on the Integrated Sustainable Management of Tourism Destinations** in cooperation with EuroChile. The course consisted of 120 hours of classroom lecture and 60 hours of distance learning on 6 areas: the culture of Rapa Nui; conservation of archaeological and cultural heritage; environment, responsible investment and sustainable management of tourism destinations; and marketing. Forty-three Easter Islanders graduated in a traditional Rapa Nui ceremony called "Umu Tahu".

The UN declared the period 2005-2014 the **Decade of Education for Sustainable Development (DESD)** and named UNESCO

lead agency to **highlight the role of education in the quest for national development in harmony with the carrying capacity of our planet.** As lead agency, UNESCO is in charge of the monitoring and evaluation of progress towards the Decade's goals. In October, OREALC/UNESCO Santiago and the Regional United Nations Environment Programme Office organized a workshop for selected Member States to promote a common understanding of ESD and standardize the ways its progress is measured (Panama).

To help journalists better report on environmental issues, OREALC/UNESCO Santiago partnered with the International Summer University to offer a programme on [Audiovisual Communications: Renewable Energy, Energy Efficiency and Climate Change](#). The Regional Bureau provided **scholarships to twelve Chilean journalists.** The programme focuses on issues of renewable sources of energy and energy efficiency to encourage new forms of political action, changes in patterns of consumption and environmental awareness.

OREALC/UNESCO Santiago also provided capacity development on **Education for Disaster Risk Reduction (DRR) to school**

communities, Ministries of Education, and technical specialists to help them prepare for emergencies and **ensure the right to education in all circumstances.** Jointly with UNESCO's IIEP and the Regional Office of UNICEF, OREALC/UNESCO Santiago selected **technical specialists from six Ministries to participate in a DRR capacity development workshop** in Santiago, Chile (February). The project **“South-South cooperation to promote disaster preparedness in schools”** fosters a culture of prevention at the school level by mobilizing UNESCO's Associated Schools Network (ASPnet). In March and April, the project held **two capacity development workshops for national ASPnet coordinators and teachers in Trinidad & Tobago and Ecuador** and contributed to the inter-agency [online platform](#) (available through the Spanish website of the Centro Regional de Información sobre Desastres) to ensure that educators and students have access to DRR material.

As part of the **6th Action Plan for South America of the Disaster Preparedness Programme (DIPECHO)** funded by the Directorate General for Humanitarian Aid of the European Commission (DG ECHO), UNESCO implemented a project



DIPECHO public awareness video: “Preparing for earthquakes and tsunamis” (in Spanish).

on [adaptive learning mechanisms for tsunami preparedness](#). A joint initiative with UNESCO-IOC, the project aimed to **build awareness, knowledge and practices regarding tsunami risk reduction and preparedness at the community level in Colombia, Ecuador, Peru and Chile.** DIPECHO worked with local and regional partners to organize [drills and evacuation exercises with coastal communities](#); educational workshops on tsunami risk for teachers and students; a public awareness campaign with radio spots and a video featuring [Chilean students and teachers who experienced the February earthquake and tsunami](#) (in Spanish); the posting of signs to mark evacuation routes; the creation of school response plans; and the publication of pamphlets, brochures, posters and educational materials for school communities. In October, UNESCO and the European Commission held a [regional workshop](#) to develop a programme for tsunami warnings in Chile, Colombia, Ecuador and Peru; promote the exchange of experiences among these countries; and implement preventive education programmes. These activities were conducted in partnership with Ministries of Education, centres for tsunami early warning, and the national bodies responsible for disaster risk management and emergency response.

Education for Disaster Risk Reduction helps ensure the right to education in all circumstances.

Regional workshop “Adaptive learning mechanisms for tsunami preparedness”.



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EDUCATION FOR PEACE, COEXISTENCE AND HUMAN RIGHTS

Building a Culture of Peace is a responsibility that belongs to everyone and education is the principal means by which this goal can be achieved. This year concluded the **International Decade for a Culture of Peace and Non-Violence for the Children of the World** (2001-2010). Coordinated by UNESCO, the decade highlights the essential role that education plays in promoting a “Culture of Peace”, or a set of values, attitudes, modes of behaviour and way of life that rejects violence and prevents conflicts by tackling their root causes and solving problems through dialogue and negotiation.

In 2010, OREALC/UNESCO Santiago developed various activities around the concept of “**learning to live together**”. To promote cultural diversity in Chile as a source of creativity, growth and human development, OREALC/UNESCO Santiago launched the “**Colour is Diversity**” campaign in November. Sponsored by the Millennium Development Goals Fund, the initiative seeks to encourage reflection by public and national opinion leaders, particularly youth representatives, on the reach of diversity in our society so that it can be valued as an opportunity for mu-

tual understanding and development. The campaign includes videos, an interactive website where visitors can post photos and their reflections on cultural diversity, and a collection of posters, stickers, and pins. Visit www.coloresdiversidad.org (in Spanish) for more information.

Schools must be an arena for building a culture of peace, where no one is excluded, so that attitudes and behaviours taught can be reproduced throughout a person’s lifetime. This year in March, specialists from across the region met at the [IV Ibero-American Conference on Education for Peace](#) (Montevideo) to discuss how to improve the management of national policies and education practices by using instruments for teaching peaceful coexistence and respect for human rights. Recommendations made during the Conference, which was held in partnership with the Spanish Ministry of Education and the Spanish Agency of International Development Cooperation, include the establishment of institutions to coordinate education for peace; the gathering and sharing of information to improve education policy and practices; and capacity development for Ministry of



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Student pledges written during the campaign “Schools give a hand to human rights”.

Education personnel in the planning, development and evaluation of policies for peaceful coexistence.

The Regional Bureau celebrated **International Human Rights Day** in collaboration with Chile’s Museum of Memory and Human Rights, a space for reflection on the human rights violations committed by the Chilean State from 1973-1990 to ensure that these acts are never repeated. During the month preceding the event, the Museum organized the campaign “Schools give a hand to human rights”, inviting students to write their hopes for and commitments to the future of human rights, tolerance and mutual respect on cut-out paper hands. Over 1000 hands were collected from 72 schools. At a [ceremony at the Museum on Human Rights Day](#) (10 December), students read their pledges, such as respect for human rights, not discriminating against others or bullying them, being honest and protecting the environment.

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Launch of the “Colour is Diversity” campaign, which encourages reflection on the role of diversity in encouraging mutual understanding and development.

YOUTH



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Young people are a major human resource for development, positive social change and technological innovation.

The United Nations declared 2010-2011 the **International Year of Youth: Dialogue and Mutual Understanding** to highlight the importance of integrating youth-related issues into national development agendas. Young people, defined by the UN as individuals aged 15 to 24, are a major human resource for development, positive social change and technological innovation. It is crucial that Member States, the UN, and international organizations invest in and partner with youth.

In LAC, young people comprise 16.9% of the population but nearly half have not completed secondary education (twelve

years of schooling), considered by the Economic Commission for Latin America and the Caribbean to be the threshold for raising oneself out of poverty. This negatively impacts both the individual's social and economic conditions and those of the country.

To address the need for policies that ensure quality education for all youth, OREALC/UNESCO Santiago participated in a number of activities, including the **Preparatory Conference of the Americas for the 2010 World Youth Conference** (Salvador, Brazil). This event brought together representatives of governments

and civil society from 30 countries. Also in May, the Regional Bureau and UNESCO Brasilia published a document on public policies for youth in Latin America ([*Políticas públicas de juventud en América Latina: Avances concretados y desafíos a encarar en el marco del Año Internacional de la Juventud*](#), in Spanish).

The **World Youth Conference** (August), hosted by the UN and the Government of Mexico in León, Mexico, brought together youth, government representatives, legislators and CSOs from across the globe to generate broad debate on youth policies and encourage young people

The World Youth Conference brought together youth, government representatives, legislators and CSOs from across the globe to generate broad debate on youth policies.

Participants in UNESCO workshops at the World Youth Conference in Mexico.



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to promote progress with an emphasis on the MDGs. To mark the occasion, in collaboration with UNESCO Offices and Institutes in the region, OREALC/UNESCO Santiago published [Education, Youth and Development: UNESCO in Latin America and the Caribbean](#), which analyses the MDGs and EFA goals from the perspective of youth and describes contributions made by UNESCO programmes in the region. At the World Youth Conference, OREALC/UNESCO Santiago [hosted workshops for youth](#), including a roundtable discussion of the International Technical Guidance on Sexuality Education and a workshop on YouthXChange, a programme on sustainable consumption. Details on UNESCO's participation in the World Youth Conference can be found in ["Quality Education for All Youth"](#), the fifth edition of OREALC/UNESCO Santiago's regional electronic newsletter.

In November, OREALC/UNESCO Santiago participated in the inauguration of the [Vanguardia Iberoamericana](#) conference (Argentina), where it presented an overview of "The Role of Education in Sustainable Development: Innovative Actions in Education in LAC". Preceding the Ibero-

American Summit of Heads of State and Government, *Vanguardia Iberoamericana* provides student leaders with a forum to discuss topics related to the theme of the Summit and draft a statement for Heads of State. Espacio de Vinculación A.C. organized the event with UNESCO, OECD, the Ibero-American General Secretariat and the Inter-American Development Bank.

Throughout 2010, OREALC/UNESCO Santiago participated in UNESCO's Thematic Working Group on Youth, formed in April by UNESCO's Director-General and coordinated by the [Director of UNESCO Brasilia](#). The Working Group reviews UNESCO's programmes and activities to formulate new approaches to the Organization's work on youth.



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UNESCO presentation at the Vanguardia Iberoamericana conference in Argentina.

SEXUALITY EDUCATION AND THE PREVENTION OF HIV

© UNESCO / Carolina Jerez



Participants in the roundtable "Challenges in Sexuality Education: Including and Valuing Diversity".

In 2010, OREALC/UNESCO Santiago organized seminars and round-table discussions to promote comprehensive sexuality education and inclusive education as fundamental aspects of EFA.

Nearly three decades have passed since the HIV and AIDS epidemic first began. Advances in prevention and access to treatment have been dramatic, but rates of infection continue to rise in some parts of LAC, particularly among men who have sex with men and transgender women. Throughout the region topics related to sexuality are often considered to be cultural taboos, especially if they fall outside the dominant heterosexual norm; in eleven countries in Latin America, sexual relations between people of the same sex is even a crime. Homophobia, stigma and

discrimination against sexual diversity are barriers to prevention. To address these issues and the HIV pandemic, strengthened strategies for prevention with links to public policy for comprehensive sexuality education are needed.

OREALC/UNESCO Santiago works with Ministries of Education, policy-makers, non-profit groups and other stakeholders to mobilize financial, human and institutional resources for prevention. As one of the **main partners in the interagency regional project to expand and support strategic partners to promote compre-**

hensive sexuality education, OREALC/UNESCO Santiago helps monitor progress toward "Preventing through Education", a Ministerial commitment to stop HIV and sexually transmitted infections (STIs) made at the XVII International Conference on AIDS in Mexico (2008).

In 2010, OREALC/UNESCO Santiago organized seminars and round-table discussions to promote comprehensive sexuality education and inclusive education as fundamental aspects of EFA. In June and July, the Regional Bureau **coordinated a multi-country study** (Colombia, Cuba, Guatemala, Peru and Uruguay) **on teacher training in sexuality education** in partnership with Democracia y Sexualidad, a Mexican organization. The study revealed that while progress has been made toward the incorporation of a comprehensive approach to sexuality

Homophobia, stigma and discrimination against sexual diversity are barriers to prevention.

education in national curricula, its implementation in the classroom is negatively affected by the poor quality or absence of sexuality education teacher training. In April, the Regional Bureau completed the **translation of the International Technical Guidance on Sexuality Education into Spanish** and disseminated the document through seminars and international technical meetings throughout the year.

To address the need for schools to be open, safe, inclusive spaces for people of all sexual orientations, the Regional Bureau organized a round-table on [“Challenges in Sexuality Education: Including and Valuing Diversity”](#) in Chile. Organized with the Global Alliance for LGBT Education, participants included Latin American activists from lesbian, gay, transgender and bisexual (LGTB) communities in Brazil, Ecuador, Peru, Argentina, Mexico, Nicaragua and Chile; education authorities; and representatives of UNESCO and other UN agencies. In 2011, the project will address school violence and bullying directed at students who are or “perceived by others to be” homosexual, a growing problem in the region.



UNESCO ceremony for winners of the international HIV/AIDS poster competition.

The Regional Bureau has also been active in promoting comprehensive sexuality education in Chile. The northernmost region of the country has the highest HIV rates, particularly among youth. OREALC/UNESCO Santiago is working with local Education Authorities in Arica and Parinacota to **design a project on comprehensive sexuality education with a focus on HIV prevention**. The Regional Bureau participated in the technical board of **“Constructing an index of stigma and discrimination against gays, men that have sex with men, and transgender women in Chile”**, a project coordinated by UNAIDS, UNESCO, the Minister of

Health, and the civil society networks Vivo Positivo and ASOSIDA. Results of the study will be available in 2011.

To celebrate **World AIDS Day** on 1 December, OREALC/UNESCO Santiago hosted an awards ceremony for the school Liceo Intercultural Alcalde Jorge Indo of Quilicura (Santiago, Chile), [winner of the 2010 international HIV/AIDS poster competition](#). Organized by UNESCO in collaboration with the Associated Schools Project Network (ASPnet), the poster competition is a way to increase knowledge on HIV and AIDS among students in secondary school.

MONITORING AND EVALUATION



Representatives of UNESCO and the Government of Brazil signed a TERCE letter of agreement.

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To address the region's unique challenges—such as the highest rate of inequity of any region in the world—Education Ministers in LAC created a roadmap for reaching the EFA goals by 2015. Called the **Regional Education Project for Latin America and the Caribbean** (or PRELAC, its Spanish acronym), this framework for action focuses on five areas: education content and practices; teachers; school culture; the management of education systems to make them more flexible; and social responsibility for education to generate commitment to its development and results.

The work of OREALC/UNESCO Santiago is largely guided by EFA/PRELAC. The Regional Bureau is also responsible for leading and monitoring progress towards EFA/PRELAC achievements in the region. OREALC/UNESCO Santiago compiles education statistics and indicators,

coordinates a large-scale assessment of the quality of education, and facilitates cooperation between countries through the **Latin American Laboratory for the Evaluation of the Quality of Education (LLECE)**; the **Regional Information System**; and by collaborating with the **UNESCO Institute of Statistics (UIS)**.

Since its creation in 1994, LLECE has undertaken two comparative studies on the quality of education in LAC in reading, maths and sciences. These assessments have had a major impact on public debate over the quality of education in participating countries.

The Regional Bureau also provides technical assistance to Ministries to develop their capacity, assists in the formulation of educational policies and practices, and monitors results and impacts.

Since its creation in 1994, LLECE has undertaken two comparative studies on the quality of education in LAC in reading, maths and sciences. These assessments have had a major impact on public debate over the quality of education in participating countries. LLECE is currently implementing the **Third Regional Study (TERCE)**, which will span the period 2010-2013. In 2010, [TERCE letters of agreement](#) were signed by Argentina, Brazil, Costa Rica, Panama, Ecuador, Guatemala, Mexico, Nicaragua, Paraguay, Peru, Dominican Republic and the Mexican state of Nuevo Leon; talks to formalize the agreement with Chile, Uruguay, Honduras, Colombia and Bolivia are well under way. In May, the

SIRI helps countries identify information needs and improve statistical processes for evidence-based policy making.

Regional Bureau held a seminar on the regional TERCE sample in Colombia. At the XXV and [XXVI Meetings of National Coordinators of LLECE](#), held in Argentina (March) and Brazil (December), respectively, national coordinators approved a TERCE work plan, established an operation framework for the study's proper development, and agreed to its pilot phase activities. Also in December, OREALC/UNESCO Santiago held the **TERCE Technical Seminar on Curricular Analysis** (Brazil) to prepare for the curriculum analysis, discuss analytical categories and review information provided by countries on their curriculum.

In 2010, LLECE published a [briefing paper](#) on its study of the factors associated with the cognitive achievement of students in LAC. In the framework of a project funded by the Ford Foundation, "The school learns, reflects and grows" ("la Escuela se informa, reflexiona y crece"), LLECE held workshops for [directors and teachers in seven countries that participated in the Second Regional and Explanatory Study \(SERCE\)](#). The workshops helped participants analyse their school's SERCE results and plan improved teaching practices.

In 2010, LLECE's work was distinguished during the 3rd Global South-South Development (GSSD) Expo in Geneva in November. The International Labour Organisation, in cooperation with over 20 agencies from the UN System, [awarded LLECE the South-South Cooperation Excellence Award for its contributions towards improving education](#). The prize recognizes



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South-South Cooperation Excellence Award, presented to LLECE for its contributions towards improving education.

innovative solutions to the challenge of sustainable development and achieving equality in education.

The **Regional Information System** (known as SIRI, its Spanish acronym) is a UNESCO network **that compiles and disseminates information** to improve education systems and advance quality Education for All. SIRI helps countries identify information needs and improve statistical processes for evidence-based policy making. SIRI's strategy has two components: its collaboration with the World Education Indicators programme, coordinated by UIS, and its role as an information-sharing forum for education statisticians in the region.

In 2010, SIRI detailed advances in the region in two publications. **Educational Panorama 2010: remaining challenges** is an analysis of progress towards the Education Goals set at the Summit of the Americas, organized by the OAS. The publication **The Educational Situation of Latin America and the Caribbean: Guaranteed Quality Education for All** monitors progress towards EFA/PRELAC. In November, a draft of the document was presented to Ministers at the Second Meeting of the Bureau of the EFA/PRELAC in Rio de Janeiro; the final version will be published in early 2011.

In 2010, OREALC/UNESCO Santiago and UIS developed a number of activities to generate, use and disseminate

information on education. In November, the UIS Regional Advisor participated in a methodology workshop (Istanbul) organized within the framework of the Global Initiative on Out-of-School Children, a UIS—United Nations Children's Fund (UNICEF) initiative. The Regional Bureau later participated in a workshop in Brazil (November) on this same initiative to help teams from Latin America draft country reports. In October, during a mission to Bolivia in collaboration with UNESCO Quito, OREALC/UNESCO Santiago carried out technical cooperation on information systems and education statistics, and developed a two-year workplan for collaboration with Ministry of Education officials. In December, at the Regional Technical Meeting on Indicators for Youth and Adult Education for LAC (Brazil), the Regional Bureau helped create a joint set of indicators in the context of the Belém Framework for Action. The results of the meeting will be presented for approval at the post-Sixth International Conference on Adult Education in Mexico in 2011. At the Third International Congress on Upper-Secondary and Higher Education: Building Knowledge Societies for a Sustainable Future in Mexico (November), OREALC/UNESCO Santiago presented progress towards and challenges to the transition from secondary to higher education in LAC. In October, the Regional Bureau, UIS and ECLAC presented initiatives on measuring ICTs in education at the Regional Workshop on Indicators for Information and Communication Technology in Education.

COMMUNICATION AND INFORMATION



© Diarios Ciudadanos.

Participants in the workshop Internet, Web 2.0 and Citizen Journalism for Indigenous Leaders.

One of the unintended consequences of the information revolution has been the creation of information “haves” and “have-nots”. In today’s knowledge-based society, universal access to information and its free circulation are not just desirable; they are essential to the achievement of equity.

OREALC/UNESCO Santiago supports universal access to information and its free flow through capacity building on information communication technology (ICT), the development of innovative local

OREALC/UNESCO Santiago supports universal access to information and its free flow through capacity building.

content, a gender-perspective in reporting and pluralism in the media, and the promotion of both UNESCO’s International Programme for the Development of Communication and Information for All Programme.

In 2010, to strengthen citizens’ skills as a tool for development, OREALC/UNESCO Santiago helped Chilean communities gain **internet access and develop ICT skills**. Los Queñes is a small town in the Maule region, about 250 km south of Santiago; in November, OREALC/UNESCO Santiago supported the installation of [three radio towers in the foothills of the Andes](#) and inaugurated the isolated area’s access to high-speed, wireless internet. Ongoing since 2006, the project

previously established a multimedia community centre (2008) and a community radio station (2009) in collaboration with the University of Talca, the Municipality of Romeral, and the Regional Government of Maule.

In May, forty-six indigenous Atacaman women from the towns of San Pedro, Peine, Socaire, and Talabre graduated from the [OREALC/UNESCO Santiago Computer Skills Programme](#) in a ceremony presided over by the Director of the Regional Bureau. Organized in partnership with the Municipality of San Pedro de Atacama (Northern Chile), the programme took place at a community computer lab established by OREALC/UNESCO Santiago (2009) and included topics such as com-



Video on the Computer Skills Programme for Atacaman women.



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Roundtable on how to promote non-sexist journalism.

puter hardware and software, the advantages of using technology, its usefulness in day-to-day tasks, and the internet. [The experience of programme participants is documented in a video.](#) In December, the Regional Bureau organized a workshop on **Internet, Web 2.0 and Citizen Journalism for Indigenous Leaders**. Twenty-five members of the Aymara and Quechua communities of northern Chile participated in the training that took place in Iquique, coordinated by the Red de Diarios Ciudadanos.

Since 2008, OREALC/UNESCO Santiago has spearheaded a wide range of efforts to advance journalism that is more inclusive from a gender perspective. In 2010 it organized [a round table for prominent Chilean journalists on how to promote non-sexist journalism](#) for more balanced,

inclusive news coverage in partnership with the UNESCO–Universidad Diego Portales (UDP) Chair in “Communications Media and Citizen Participation”, the College of Journalists, and the Freedom of Expression Programme at the Institute of Communication and the Image at the Universidad de Chile. The insights gained during this discussion are documented in a publication on guidelines for communicating from a gender perspective ([Por un periodismo no sexista: Pautas para comunicar desde una perspectiva de género en Chile](#), available in Spanish). In November, the Regional Bureau supported the [XIX International Congress for Women Journalists and Writers](#), held in Buenos Aires, Argentina. Over 500 journalists and writers participated in the Congress, which

In today’s knowledge-based society, universal access to information and its free circulation are not just desirable; they are essential to the achievement of equity.

featured a panel on “Challenges to equality: Towards non-sexist communication”.

OREALC/UNESCO Santiago also promotes the development of mass media and the free flow of information. To celebrate **World Press Freedom Day**, it organized the conference [“Freedom of Information: the right to know in Bicentennial Chile”](#) in partnership with the UDP, Universidad de Chile, the College of Journalists, the Santiago Library and Chile’s Board of Libraries, Archives and Museums (DIBAM). The event included homage to Chilean journalist Mónica González, winner of the 2010 UNESCO/Guillermo Cano World Press Freedom Prize. In April, OREALC/UNESCO Santiago helped coordinate an [international seminar on Chile’s transparency law](#) to mark the one-year anniversary of the creation of Chile’s Council for Transparency.

Mónica González, winner of the 2010 UNESCO/Guillermo Cano World Press Freedom Prize, speaking at the international seminar on Chile’s transparency law.



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COORDINATION WORKING WITH THE UN AND OTHER PARTNERS

OREALC/UNESCO Santiago is responsible for coordinating UNESCO's programme for education in LAC to ensure that education objectives adopted by Member States at the biennial UNESCO General Conference are achieved collectively by UNESCO's network of Offices and Institutes in the region. The Regional Bureau also helps develop links between diverse national and international education stakeholders through alliances and project funding.

In its capacity as Chile Country Office, OREALC/UNESCO Santiago organized the conference "[Perspectives on Education in Chile](#)" with the Organisation for Economic Co-operation and Development (OECD) and the Ministry of Education (MINEDUC). Given the event's success, MINEDUC requested that the conference be repeated annually. As a follow-up action to the OECD meeting, the Regional Bureau participated in transition workshops between outgoing and incoming Ministry of Education personnel in March.

In June, in collaboration with IIEP in



© UNESCO / Michèle Berthelot.

Participants in the workshop "Strengthening capacities of UNESCO education specialists in Latin America and the Caribbean".

Buenos Aires, OREALC/UNESCO Santiago organized a workshop on "Strengthening capacities of UNESCO education specialists in LAC". Topics addressed included equity in education, teachers, finance for education and youth. In December, a professional staff member participated

in a training course on Human Rights Programming at the UN Hub in Panama. All programme staff in the Regional Bureau will receive training sessions throughout 2011 with the eventual participation of staff from other Field Offices.

In 2010, the Regional Bureau continued to be fully committed to the UN Reform Process (previous sections in this report provide details on specific joint programme activities in the areas of Youth, HIV/AIDS, education in emergencies, and monitoring and evaluation). The programme coordinator joined the UN Peer Support Group (PSG) that assists UN Country Teams (UNCTs) in the formulation of the [UN Development Assistance Framework](#) (UNDAFs). OREALC/UNESCO Santiago also participated regularly in the UN Regional Directors Team (UNDG LAC) and the Regional Coordination Mechanism (RCM) led by ECLAC.

The Regional Bureau helps develop links between diverse national and international education stakeholders through alliances and project funding.



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Participants in the conference "Perspectives on Education in Chile", hosted by MINEDUC, the OECD and UNESCO in January 2010.

KNOWLEDGE MANAGEMENT

In 2010, the former areas of Communications and Publications and the Documentation and Information Centre merged into the Knowledge Management Section (KMS). By integrating all areas related to the creation, dissemination, and documentation of information into a single unit, OREALC/UNESCO Santiago aims to provide Member States, education stakeholders and other partners with seamless information services.

As part of this mission, in 2010, the Regional Bureau began converting its Documentation and Information Centre (CEDOC) into an online, digital library to widen the scope of its impact beyond the Santiago community, and redesigned its digital newsletter on the education activities of UNESCO in the region, “Education for All and PRELAC in Latin America and the Caribbean”.

OREALC/UNESCO Santiago also participated in a number of regional conferences with education journalists to raise awareness about the Regional Bureau’s activities and promote EFA/PRELAC. In preparation for the Second Meeting of the Bureau of the EFA/PRELAC held in Rio de Janeiro (November), KMS supervised the creation of a communications strategy for EFA/PRELAC, which was approved by the EFA/PRELAC Bureau.

KMS maintains information on OREALC/UNESCO Santiago’s activities through the Regional Bureau’s website and news archives, active [Facebook](#) and [Twitter](#) pages, photo galleries in [Flickr](#) and a channel on [Youtube](#). In 2010, OREALC/UNESCO Santiago distributed nine publications and four electronic newsletters.

E-NEWSLETTERS:



[Nº 3: Education for All and PRELAC in Latin America and the Caribbean](#)



[Nº 4: Education During and After Conflicts and Disasters](#)



[Nº 5: Quality Education for All Youth](#)



[Nº 6: Early Childhood Care and Education](#)

PUBLICATIONS:



Early Childhood Care and Education Regional Report. Latin America and the Caribbean. Available in Spanish and English.



Por un periodismo no sexista. Towards non-sexist journalism. Guidelines for communicating from a gender perspective, Spanish.



Factors associated with the cognitive achievement of students in Latin America and the Caribbean: briefing paper. Available in Spanish and English.



The Social and Economic Impact of Illiteracy. Analytical model and pilot study. Available in Spanish and English.



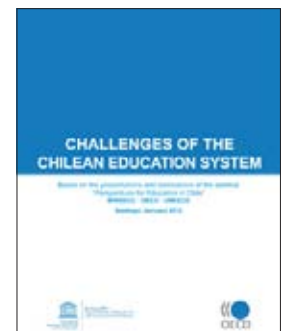
Políticas públicas de juventud en América Latina. Public policy for youth in Latin America. Advances achieved and challenges ahead in the framework of the International Year of Youth, Spanish.



Education, Youth and Development. UNESCO in Latin America and the Caribbean. Available in Spanish and English.



El impacto de las TIC en la educación. Relatoría de la Conferencia Internacional de Brasilia. The impact of ICTs in education. Briefing on the international conference in Brasilia, Spanish.



Challenges of the Chilean Education System. Based on the presentations and conclusions of the seminar "Perspectives for Education in Chile" MINEDUC - OECD - UNESCO. Available in Spanish and English.



¿Fin de ciclo? Cambios en la gobernanza del sistema educativo. End of the cycle? Changes in the governance of the educational system, Spanish.



Maestros: forjadores de Chile. Reconocimiento a su legado docente y ético. Teachers: forging Chile. Recognition of their teaching and ethical legacy, Spanish.



Espacios Educativos 1990 - 2010. Edición bicentenario. Educational spaces 1990 – 2010. Bicentennial edition, Spanish.



Espacios Educativos para la Primera Infancia. Educational Spaces for Early Childhood, Spanish.

UNESCO IN THE MEDIA

In 2010, more than 100 media and press releases distributed by OREALC/UNESCO Santiago were published, broadcast or posted in the region, generating hundreds of news items and interviews about UNESCO activities.

HIGHLIGHTS:



Interview on the post-earthquake reactivation of the education system in Haiti.

February 2010.

CNN en español (Spanish). Video.



One-hour report on interventions at socially vulnerable schools.

October 2010.

TVN of Chile (Spanish). Video.



Launch of the 2010 GMR and the effect of the economic crisis on education.

January 2010.

182 mentions in regional media.



Launch of the “Colour is Diversity” campaign.

November 2010.

13 mentions in national and regional media.



Launch of publication on non-sexist journalism and communicating from a gender perspective.

November, 2010.

9 mentions in national media.

Listen to the Radio Terra interview (in Spanish).



Presentation of the results of the early childhood education survey in Chile.

11 mentions in national and regional media.

MORE REGIONAL AND INTERNATIONAL MEDIA COVERAGE:



Hoy, Dominican Republic



La República, Peru



BBC World



CNN Chile



Jornal O Globo, Brazil



Radio Nederland



El Mercurio, Chile



Agence France Presse



Deutsche Welle, Germany



La Nación, Argentina



Agencia EFE, Latin America



Hoy, Ecuador

DONOR SUPPORT TO UNESCO

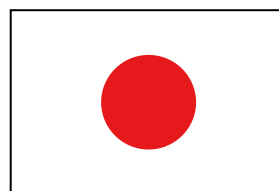


FORD FOUNDATION

EUROPEAN COMMISSION



Humanitarian Aid



Japan
Funds-in-Trust





United Nations
Educational, Scientific and
Cultural Organization

Santiago Office

Regional Bureau of Education for
Latin America and the Caribbean

The Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago) is based in Santiago, Chile. It produces and disseminates knowledge, orients the development of public policy, provides advisory and technical support to Member States, and promotes dialogue and cooperation among governments, academic and research centres, civil society, the private sector and international agencies.

OREALC/UNESCO Santiago's strategies are based on the framework of Education for All (EFA) and the Regional Education Project for Latin America and the Caribbean (PRELAC). Through the implementation of these frameworks, the Regional Bureau of Education responds to UNESCO's global commitment to achieving quality education for all and helps identify and respond to specific regional challenges to achieving this goal.