



IIEP-UNESCO BUENOS AIRES

ACTIVITIES REPORT

2013



Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura



Instituto Internacional de
Planeamiento de la Educación
Sede Regional Buenos Aires

Instituto Internacional de Planeamiento de la Educación IPEE-UNESCO Buenos Aires
Activities report 2013 / ; coordinado por Margarita Poggi. - 1a ed. -
Ciudad Autónoma de Buenos Aires:
Instituto Internacional de Planeamiento de la Educación IPEE-Unesco, 2013.
48 p. ; 23x18 cm.

ISBN 978-987-1875-28-3

1. Planificación Educativa. I. Poggi, Margarita, coord. II. Título.
CDD 370.1

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Primera edición 2013



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50TH ANNIVERSARY OF IIEP-UNESCO, 15TH ANNIVERSARY OF THE BUENOS AIRES OFFICE



In 1963, UNESCO founded the International Institute for Educational Planning in Paris and the Buenos Aires office in 1998 to act as the Regional Office for Latin America, based on the singularity of the region's context. It is therefore essential to mention in this

introduction some historical milestones in the Institute's trajectory throughout this period.

First of all, it should be noted that United Nations agencies and UNESCO in particular, have come to consider the right to education a priority and a challenge. By demanding that all children and adolescents have access to school and knowledge defined as relevant by society, the right to education is guaranteed and access to social, political, economic, and cultural rights is enabled. A commitment from the states is first and foremost mandatory since ensuring this right is only possible when there is a consensus coming from all stakeholders, and a collective compromise for its development.

To ensure equality and a strong recognition of the diverse identities present in our societies, it is necessary that these principles are transformed into educational policies and translated into actions. While progress has been significant, the pending challenges indicate that education must continue to be vested in a mission of justice.

It is therefore necessary to develop strategies that embody a broader concept of equality, which would include equality of opportunities, social needs of students, effective inclusion, and academic achievements in a context of diversity.

The main challenge for inclusive education is to ensure access to knowledge and skills needed to understand and actively participate in society, and build tools of thought to live together in a plural culture.

In this context, the training of specialists from different levels and the production of knowledge in this Institute have been a constant element throughout this period, and are directly linked to the organization's mandate to respond to UNESCO Member States in matters as important as planning, management and evaluation of educational policies.

In these last 50 years, general conceptions of planning have been strengthened, as well as its role and functions in agencies responsible for education systems. This has led to rethink a normative vision and introduce other perspectives that are more complexly aware of what happens in reality. Thus, a strategic and situational perspective of planning has been brought forward, which considers the interests and dynamics of all actors involved in the design, as well as the implementation of policies that develop multi-stakeholder strategies for dialogue. Whether policy planning takes place in a short (as required of governments), medium, or long-term period, this change incorporates a vision of the role that the state should play in defining policies.

A perspective that puts planning in a key position in the public policy cycle has been built, and has become increasingly relevant in recent decades. In this new approach, planning practices cut across the entire cycle of policy design, implementation, monitoring, and evaluation which forces the creation of new tools to respond to the requirements and demands brought forward in the different phases.

Finally, this period consolidates a focus for planning which considers political and technical dimensions to be equally important, and inevitably associated with the design and implementation of educational policies. A lack of the political dimension in planning implies a loss in the rationale that should guide every action, which also contributes to building directionality, to install key issues in the public agenda, and to create dialogue with stakeholders in order to build common goals. On the other hand, without the technical dimension, evidence-based arguments and wider knowledge to provide alternatives to specific problems are weakened, as well as the proper organization and allocation of time and resources - both of which are scarce for politicians. Every technical decision involves implicitly or explicitly a political view which involves consequences, and at the same time, every political definition has technical foundations which ensure that intentions are translated into actions, and that policy effects are guided by previously defined objectives. After 15 years of collaborating with governments and organizations in educational policy planning, this office acknowledges progress made in Latin American states, while renewing its commitment to population sectors who

have not yet fully achieved their right to education, a right that remains a legitimate and fair aspiration.



Margarita Poggi

Head

IIEP-UNESCO Buenos Aires

INSTITUTIONAL STRATEGY

IIEP-UNESCO Buenos Aires activities are in line with the priorities outlined by UNESCO and the Institute's 2008-2013 Medium-Term Plan. The projects presented here are part of the plan's last year of action since a new strategy based on an updated agenda will be adopted in 2014, taking into consideration the intense changes affecting Latin America and the world.

IIEP-UNESCO Buenos Aires carries out the mission of promoting Education for All with a geographic scope that is regional, national, and local. National actions specifically respond to the demands formulated by policy-makers and officials from ministries of education across the region according to their respective education systems. Based on these premises, IIEP-UNESCO Buenos Aires has developed four main lines of action: training, technical assistance, research, and dissemination.

One of the main pillars of the Institute's activities is the training of public officials responsible for educational management at all levels. Projects developed by the Institute over the years have strengthened and allowed a better understanding of problems found in education systems, facilitating therefore the design of relevant policies. Participants' countries and regions of origin require addressing specific issues, which are strengthened through teamwork that enables sharing and comparing perspectives and visions. At the same time – as much as technological developments of the last decades have enabled us to do so – organising virtual courses or events have allowed expanding territories, reach new audiences, and enrich the design

of training strategies with new resources. This has reached the extent that today it would be difficult to imagine a training proposal without a virtual component.

As the Institute began to develop technical assistance actions for governments and organizations, the previously mentioned changes in planning were brought to the way technical assistance is understood and done. Closely related to strengthening individual, collective and organizational abilities in ministries of education and other government agencies, technical assistance allows combining training and cooperative work. Jointly with education authorities, information and monitoring systems for the planning and evaluation of policies and systems have been built. Strategies to improve programmes or subsystems have been designed, built and tested. At the same time, IIEP-UNESCO Buenos Aires contributes to policy-making by providing relevant knowledge about its possible contents, and with appropriate work methodologies for planning and management.

We have already mentioned how research on topics relevant to education policy is also a central area of the Institute. On one hand, and since its creation, IIEP-UNESCO Buenos Aires understands how education is intertwined with a broader view of society and with a development model which, being historically and geographically embedded, must be renewed permanently. The Institute produces knowledge to update diagnoses and disseminate new conceptual paradigms to guide the formulation, and execution of

education policies in the current social, economic, political, and cultural context. These issues have been incorporated into the way knowledge is being generated, and therefore allow to constantly analyse this relationship. One of the dimensions of analysis particular to the Institute is to observe and conceptualise social and educational trends, and understand the way inequalities play in terms of shaping the educational trajectories of students. The dissemination of research, studies, and actions carried out by the Institute takes place through virtual and face-to-face modalities. This year, our presence in the virtual sphere has been strengthened by a series of changes and updates brought to our different websites, and with the adoption of a new line of action that relies on the use of social networks.

In addition to dissemination activities, IIEP-UNESCO Buenos Aires staff also contributes to promoting educational agenda issues relevant to the region by attending seminars, forums, conferences, and discussion panels.

We present below a brief description of the Institute's projects conducted in 2013 organized by each area of action.



IIEP-UNESCO Buenos Aires Regional Office



▶ TRAINING

The main pillar of IIEP-UNESCO Buenos Aires activities is the training of experts and public officials of the education sector who are involved in processes of educational planning and management. This is done through the development of a strategy based on in-person and virtual attendance, allowing a greater number of beneficiaries to participate.

Actions target a wide range of officials:

- Decision-makers.
- Educational planners and managers from different levels, coming from both formal and non-formal education.
- School inspectors and supervisors.
- Researchers and experts from institutions and organizations involved in educational planning.

In terms of contents, training activities aim at providing conceptual inputs and technical tools while fostering personal skills needed for professional performance. In this sense, courses train participants in statistical techniques, methods of analysis, trends and different strategies, development of communication, leadership, teamwork, and conflict resolution skills while respecting ethical rules and a political commitment towards social and educational inclusion.

Some of the training activities represent a sustained effort to address the need to offer trainings in policy and public management of education systems. This is namely echoed in our partnership with the Ministry of Public

Education of Mexico (SEP) and FLACSO Mexico, with whom we have worked together for more than ten years, and in the Regional Course on Educational Policy Formulation and Planning which celebrates this year its sixteenth edition. One of the main purposes of the Institute is to promote criteria for institutional decision-making regarding the integration of information and communications technology (ICT) in schools, and for the training of school managers and supervisors in using these tools to promote processes of pedagogical innovation.

The following pages outline the training activities developed by the Institute in 2013.

Regional Level

16th Regional Course on Educational Policy Formulation and Planning

This Course is designed for officials, professionals, and specialists who engage in activities of analysis, formulation, planning, implementation, and evaluation of policies and educational programmes.

Its objectives and contents are based on the Common Core of the Advanced Training Programme held at the Paris Institute, with some adjustments relevant to the Latin American context.

During the training, participants study the process of planning and formulation of educational policies based on a series of courses, and a study visit at the end of their training.

The Course takes place in two phases:

- The 10-week online learning phase takes place in the country of residence through the Virtual IIEP platform. During this period, participants train in educational planning, statistical tools, and educational policy strategies.
- The 9-week residential training takes place at the Buenos Aires Regional Office. In this stage, trainees address educational issues specific to the region, plan and implement educational plans, and conduct a study visit to obtain insights about an education system and analyse its policies. This year the field trip took place in the province of La Pampa, Argentina.

In this year's edition 23 officials from Argentina, Brazil, Colombia, Dominican Republic, Ecuador, Mexico, Paraguay, Peru, and Uruguay were trained.

From 1998 to 2013, 382 participants representing 21 countries have been trained in the Course. Between 2009 and 2011, trainees from Spanish and Portuguese-speaking countries in Africa also participated (Angola, Equatorial Guinea, and Guinea-Bissau).



Virtual IIEP

Virtual IIEP is a space that offers training in educational management issues based on information and communications technology (ICT). It consists of integrating possibilities offered by new technologies in the training activities of IIEP-UNESCO Buenos Aires.

To do so, Virtual IIEP designs three types of training strategies: entirely virtual, with varying degrees of attendance (blended learning), and strategies of technological support for face-to-face courses.

Through webinars, conferences, virtual panels, and online broadcasting of live events, this space allows widening the scope of training actions to a wider audience, and bringing closer experts and participants, leading to the creation of a learning community.

In 2013, the platform offered technical and pedagogical support for the following projects:

- 16th Regional Course on Educational Policy Formulation and Planning, IIEP-UNESCO Buenos Aires.
- 3rd Debate Series on Education, Ternium SIDERAR.
- Technical assistance to the Training of Provincial Inspection Teams and to the Creation of a Community of Practice of Education Inspection in Angola.

Technical and pedagogical support, design, and development of a virtual environment for the following projects:

- Redesign of the IIEP-UNESCO Buenos Aires institutional website: identity, structure, and logic of contents.
- Creation of a renewed portal for RedEtis, and expansion of its communication strategy and Web 2.0 design.
- Live online broadcasting of the 2013 International Forum and management of social networks.
- New identity for the Virtual IIEP campus, and update of the platform.



National Level (by Country)

ARGENTINA**Training Session on ICT and Education**

Fundación Compromiso • Ministry of Education of the Province of Chubut • Pan American Energy

IIEP-UNESCO Buenos Aires developed a Training Session for 300 managers and supervisors of primary and secondary schools from the province of Chubut with the objective of strengthening its educational institutions.

Participants from other provinces, such as Buenos Aires, Misiones, Río Negro and Santa Cruz, as well as from the Autonomous City of Buenos Aires, also attended.

The objective was to encourage management teams and supervisors to acquire tools that improve processes of pedagogical innovation and institutional management mediated by ICT, as well as to promote conceptual elements for the critical integration of such technologies in schools. Based on the implementation of an institutional self-assessment tool (ICT matrix), the importance of planning genuine processes of ICT integration in order to improve education quality was tested.

Beyond the mere incorporation of technological devices, the objective is the accomplishment of highly connected schools that are committed to knowledge and action, and that remain faithful to students' and communities' expectations. In other words, a school that ultimately forms better citizens for the 21st century.



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MEXICO

10th Training Programme for Government Officials of State Education Systems. Postgraduate Programme in Education Policy and Management

FLACSO Mexico • Secretariat of Public Education of Mexico (SEP)

This Programme constitutes the first national effort of a permanent strategy to develop and consolidate the training of officials from Mexican public education institutions, and thus support the design and implementation of public policies aimed at improving the education system.

Due to recent compulsory enrolment in upper secondary education in Mexico, this edition targeted 100 officials from this education subsystem with the objective of supporting policies of upper secondary education that are currently underway.



The academic Programme offered theoretical contents, both comparative and empirical; conferences, seminars, workshops, and tutorials; support materials, diverse literature, and guides. The programme activities combined face-to-face and virtual meetings.

One of the most remarkable aspects of this Programme is its continuity over a decade, which demonstrates both a solid state policy from the Secretariat of Public Education and FLACSO Mexico, and a stable alliance between IIEP-UNESCO Buenos Aires and the Mexican government.

Capacity-Building for Directors of Teacher Training Institutes in Mexico

Directorate-General of Higher Education for Education Professionals (DGESPE) - Secretariat of Public Education of Mexico (SEP) • Centre of Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL)

This special training programme brings together directors of Teacher Training Institutes to reflect upon the current international and national management models of such organizations, and strengthen their intervention capabilities.

By combining the professional experience of participants with academic knowledge, the project aims at achieving a synergy that will improve the management quality of Teacher Training Institutes in Mexico (higher education institutions).

Contents were organised in three modules:

- **teacher training.**
- **management skills.**
- **strategic planning for school management.**

This six-month edition involved a group of 85 directors from 12 federal organizations in a blended learning format, both virtual and face-to-face, through the IIEP-UNESCO Buenos Aires virtual platform.

“The topics covered were current and highly related to the reality of Teacher Training Institutes. Activities allowed interacting with colleagues from other schools, and learning different ways of thinking and doing. The clarity of concepts such as planning, diagnosis, and leadership enabled us to deepen our knowledge to improve management skills, and acquire a broader vision of the purpose of schools.”

(Testimony of a participant)

Cooperation with the University of Guadalajara, Mexico

University Centre for Economic and Administrative Sciences (CUCEA) of the University of Guadalajara

This Project consisted in the organization of cooperation activities with the University of Guadalajara to provide a regional overview of the current state

of higher education. In this context, 800 participants attended a keynote lecture on “Higher Education in Ibero-America: Trends and Challenges”.

Following the Conference, a two-day seminar-workshop took place for 25 rectors of the University, and a second seminar was held for three days for 35 PhD students of Higher Education Management, during which the following topics were discussed:

- **enrolment in public and private universities in Latin America.**
- **educational governance.**
- **certification and academic indicators in higher education.**
- **increase enrolment in higher education.**
- **strategic planning in higher education.**

Training Activities developed by IIEP-UNESCO Buenos Aires (Summary)

ACTIVITIES	N° OF PARTICIPANTS	MALE	FEMALE	COUNTRY OF PARTICIPANTS
16th Regional Course on Educational Policy Formulation and Planning	23	8	15	Argentina, Brazil, Colombia, Dominican Republic, Ecuador, Mexico, Paraguay, Peru, and Uruguay
10th Training Programme for Government Officials of State Education Systems. Postgraduate Programme in Education Policy and Management. Virtual and face-to-face participation SEMS-SEP / FLACSO Mexico	100	60	40	Mexico
Capacity-Building for Directors of Teacher Training Institutes in Mexico CREFAL / DGESPE-SEP	85	41	44	Mexico
Seminar-Workshop for Rectors of the University Seminar for PhD students in Higher Education Management University of Guadalajara	25 35	17 21	8 14	Mexico
Technical Assistance to the Training of Provincial Inspection Teams and to the Creation of a Community of Practice of Education Inspection Ministry of Education of the Republic of Angola	12* 90**	9 57	3 33	Angola
TOTAL	370	213	157	

* Direct training participants ** Training supervised by IIEP-UNESCO Buenos Aires



► TECHNICAL ASSISTANCE

Technical assistance activities focus on specific demands formulated to IIEP-UNESCO Buenos Aires by governments or different organizations in the region, aiming at developing skills, and new management and administrative models based on the requests of each project.

The diagnosis, monitoring, and evaluation of public policies and educational programmes have emerged as an important line of work in this area in order to generate relevant and adequate information for decision-making in each education system. Moreover, according to each case, such assistance can be combined with training and research activities. The common element of all assistance projects organised by the Institute is to build the capacities of technical teams by strengthening their professional abilities for the future, while taking into account the specificity of each work context.

Technical assistance aims at strengthening institutional management, modernising monitoring systems, and improving educational opportunities (performance, learning, repetition rates, and standardised assessments) with a focus on primary and secondary levels and in contexts of social vulnerability.

The following pages describe the technical assistance activities undertaken by the Institute in 2013.

National Level (By Country)

ANGOLA**Technical Assistance to the Training of Provincial Inspection Teams and to the Creation of a Community of Practice of Education Inspection***Ministry of Education of the Republic of Angola*

From 2009 to this day, IIEP-UNESCO Buenos Aires has been working with the Ministry of Education of Angola in the design and revitalization of the country's Education Inspection System. Through this joint action, provincial inspection teams were trained using a participatory methodology based on institutional self-assessment. This experience allowed developing and testing this new work methodology on a sample of 200 primary schools in eight provinces in Angola.

The methodology proved to be successful, and was later systematised and refined for education inspection operations in Angola, launching the series *Innovative Practices in Education Inspection*. This material was initially used to coach a national team of inspector trainers, and is currently being adopted across the country for the initial training of provincial education inspection teams.

IIEP-UNESCO Buenos Aires also provided technical assistance to the national team of trainers in the planning, development, and evaluation of the first cohort of the Training Programme for Provincial Education Inspector Teams carried out by Angolan professionals.

In 2012-2013, the project trained 90 inspectors in the country's 18 provinces. Following the successful development of the first cohort, the national team of trainers is currently implementing the Programme's second edition in an autonomous manner. Cooperation with IIEP-UNESCO Buenos Aires also promoted the creation of a Community of Practice for Education Inspectors, whose implementation will seek to ensure a permanent channel for the professional development of inspectors nationwide.



ARGENTINA

Schools of the Bicentenary: Project for the Improvement of Education in Primary Public Schools in Argentina

Ministry of Education of Argentina and provincial ministries of education • Argentina Business Association (AEA)

The project Schools of the Bicentenary is a successful initiative between the public and private sector. Launched in 2007, the Project intervened in schools with high rates of social vulnerability located in Tucumán, Chaco, Corrientes, Córdoba, Buenos Aires, and Santa Cruz, and offered training for local staff members and provided necessary material resources. This assistance has focused on four lines of action: improvement of the institutional management of schools, improvement of the development of main academic areas (Literature, Mathematics and Science), improvement of students' basic health conditions, and improvement of supervision teams in the education system. Intervention in each school lasts four years, and its main objectives were to:

- reduce repetition rates.
- build capacities in technical teams who train teachers and school principals in order to ensure the project's sustainability.
- strengthen schools and teaching processes so that all children receive quality education.

After seven years of work, the Project has reached 132 schools and two Teacher Training Institutes, covering a population of about 65,000 children and 2,000 school principals and teachers.

A reduction of 75% of total repetition rates was achieved in participating schools. Improvements in academic performances were obtained in Literature, Mathematics and Science. This initiative has contributed to the design of public policies, while developing sustainable, scalable, and replicable mechanisms to improve educational institutions.



National Reading Plan

Ministry of Education of Argentina

The National Reading Plan is a programme that promotes better and greater reading practices inside and outside schools. It works across different levels of the education system, and produces the following activities:

- reading and literature workshops and seminars.
- visits of authors in schools across the country.
- virtual and face-to-face courses for the training of teachers and librarians.
- publishing of audiovisual and reading material (books and educational booklets), and supply of books to schools and teachers.

The Programme aims to revalue books as a cultural object and promoting an easier access to written culture through the publishing and distribution of literary material. It also trains school staff members to act as mediators and promote reading in schools.

Cooperation with the Secretariat of University Policies (SPU)

Ministry of Education of Argentina

Universities in Argentina play a central role in generating conditions for sustained economic development and greater equitable distribution, as well as the strengthening of democratic institutions and values. The Secretariat of University Policies has designed active policies aimed at the planning and coordination between the university and the higher education subsystem in order to improve the quality of these institutions.

IIEP-UNESCO Buenos Aires has provided technical assistance to the Secretariat of University Policies (SPU) in the following issues:

- information gathering and systematization, as well as the production of studies and reports on the supply and demand of Higher Education in order to strengthen the planning of the subsystem.
- realization of studies to improve information quality and follow-up on the projects from the Quality Programme.
- generate proposals for the systematization of assessment procedures for programme curricula and its amendments by analysing criteria for issuing undergraduate, graduate, and postgraduate degrees.
- production of information on the characteristics of the curricula and the professional competencies required in each degree.

BRAZIL

Technical Assistance for the Institutional Evaluation of the Municipal Education System of São José dos Campos, São Paulo, Brazil

UNESCO Brasilia (UBO) • Municipal Secretariat of Education of São José dos Campos (SME)

The Project began with a diagnostic evaluation of the Municipal Education System, with the objective of systematising and processing gathered data in order to tailor technical assistance to the demands made by authorities.

This proposal included the design of an ongoing assessment system of education quality in schools of the municipality, and the design of a system of educational indicators for policy-making, which are specific to the Municipal Secretariat of Education.

This Project had two objectives:

- to develop an institutional diagnosis of the human, socio-economic, technical, pedagogical, organizational, and infrastructural conditions of the Municipal Education Network of São José dos Campos.
- provide the Secretariat with an Information System that allows for a permanent evaluation of the Municipal Education Network.

The development of a permanent assessment system for education quality at a local level, which would be appropriately adapted to municipal needs and specificities, may serve as an intervention model for other municipalities or levels of governments of an education system.

Evaluation of the Escolas do Amanhã Programme

UNESCO Brasilia (UBO) • Municipal Secretariat of Education of Rio de Janeiro (SME)

The Project consisted in the evaluation of the Escolas do Amanhã programme, designed and implemented by the Municipal Secretariat of Education of Rio de Janeiro in communities with high socio-economic vulnerability, with the objective of improving learning, increasing school attendance, and reducing repetition rates.

In this context, a quantitative and qualitative research was carried out in 152 schools located in urban settlements with low education indicators (IDEB). The Project's objective was to analyse and value the effects of the programme's implementation on the internal performance of the schools involved.

The Project included field research conducted in a sample of schools, the realization of thorough interviews with various institutional actors (including family and students), an online survey of teachers coming from the 152 schools, and workshops with staff members from management teams.

The results and recommendations have been taken into account by municipal authorities to set the programme's new priorities and redesign some of its main lines of action.

ECUADOR

Technical Assistance to Implement a National System of Educational Supervision

Flemish Association for Development Cooperation and Technical Assistance (VVOB) • Ministry of Education of Ecuador

The Project has the objective of modernising the system of educational monitoring, as part of a general process of state decentralization. The first stage consisted of the design of the new National Model for Support and Monitoring for Educational Management (MNASGE). The Ministry of Education is currently conducting its implementation.

The model focuses on redefining supervision as a professional task that has two main components: first, it ensures guidance and assistance to accompany the work of teams of directors; secondly, teams of supervisors visit schools to conduct external evaluations based on both national standards and institutional self-assessment.

The Project allowed developing institutional capacities and new administrative models. It also helped modernise procedures within the public administration of education and in educational institutions with the objective of massively improving the quality of students' learning processes.



► RESEARCH

When it comes to research projects, IIEP-UNESCO Buenos Aires focuses on fundamental topics for the region from a human rights perspective and in relation to the following topics: education and equity, policies for teacher training, improvement of education quality, education and new technologies for literacy, and improvement of academic performance.

One of the objectives is to produce knowledge that will consolidate the Institute as a source of information for researchers, political and technical teams of governments, the media, and others. Material from the Institute is being used in the region in other research projects and studies on education equity policies.

Over the years, the Institute has maintained a permanent systematization and analysis of both social dynamics and educational practices in the region. One of the main issues that has gained relevance in the last few years is the gathering, analysis, and dissemination of commitments and actions carried out by states to promote and ensure early childhood rights. With these contributions, the Institute therefore intends to play a part in the debate on early childhood in Latin America.

Furthermore, another major topic this year has been the gathering of information for decision-making on the integration of information and communications technology in education systems. The results, outcomes, and impacts of research activities are outlined in the dissemination section.

The following pages present the Institute's research activities in 2013.

Regional Level

SITEAL - Information System on Educational Trends in Latin America

Organization of Ibero-American States for Education, Science and Culture (OEI)

SITEAL promotes a better understanding of how education systems work, and the relationship between education and quality of life in Latin American countries. This is accomplished through the systematization, processing, analysis, and dissemination of quantitative data produced by various government agencies, and based on household surveys and population censuses. Analytical papers prepared by highly respected analysts in the region accompany this database, and offer different key interpretations of the information. This year, the seventh annual report will be on *ICT Policies and Education in Latin America* and will be published online.



Javier Moreno

SITEAL currently has 14,900 subscribed users from 40 countries. It is considered a landmark project by researchers, government technical teams, and the media. It is widely being used as an essential source of information for many of the publications made in the region on educational equity policies and studies.

The System has been online since 2004 with the mission to analyse trends that bring to light issues of unequal access to education, identify new social and educational phenomena, and propose hypotheses of future scenarios that will guide educational decision-making in the medium and long-term.

SITEAL - SIPI**Information System on Early Childhood in Latin America**

Organization of Ibero-American States for Education, Science and Culture (OEI) •

UNICEF Regional Office for Latin America and the Caribbean (UNICEF-TACRO) • Fundación Arcor

This Project is part of SITEAL and is an observatory that monitors the level of fulfilment of children's rights in Latin America during the first years of their life. Its main goal is to collect, systematise, analyse, and disseminate information on the commitments and effective actions taken by states to promote and guarantee early childhood rights.

SIPI is designed to offer users up-to-date information that allows a comprehensive view structured around three major dimensions:

- situation of girls and boys from 0 to 8 years old;
- normative aspects related to the response of states to early childhood;
- plans, programmes, projects, and other state initiatives aimed at early childhood.



Javier Moreno

Mapping ICT Policies in Education in Latin America

Organization of Ibero-American States for Education, Science and Culture (OEI)

This initiative, derived from the SITEAL project, firstly aims at developing the design of an online observatory of ICT policies in education in Latin America. The objective is to provide information and documents that show the progress and challenges faced by states to guarantee universal access to the digital world.

The realization of this observatory requires the progressive building of an Information System that collects, systematises, analyses, and disseminates data on:

- the design and implementation of ICT policies in education, their characteristics and scopes.
- regulations that frame governmental actions in terms of digital inclusion and education.
- the impact of ICT policies on education.

The information available on the site will be structured in different modules through which users will be given a comprehensive view on the situation of ICT policies in education.

Similarly to SITEAL and SIPI, this observatory focuses on the analysis of information gathered in the database, which will be reflected in a series of digital publications that will enrich the site's content.

National Level (by Country)

ARGENTINA**AlfabeTIC Case Study**

*Education Sector of UNESCO's Division for Planning and Development of Education Systems
(ED/PDE) • Nokia*

This study is part of the project “Mobile Phone Literacy - Empowering Women and Girls” conducted by the Education Sector of UNESCO. The main goal of this project is to focus on the identification and analysis of global initiatives that use mobile technologies for literacy and the improvement of learning amongst adult women, adolescents, and girls.

IIEP-UNESCO Buenos Aires provided a case study from Argentina of the project AlfabeTIC conducted by the Organization of Ibero-American States.

The study covered the following issues:

- ICT and education scenario in Latin America and the Caribbean.
- overview of the gender situation in Argentina.
- description and analysis of the AlfabeTIC project.
- identification of obstacles, success factors, opportunities, and alerts.
- formulation of recommendations.

The aim of the study is to provide information on the use of mobile phones to increase literacy levels amongst women and girls, its opportunities, and main challenges. The case study provides information and lessons learned that can be useful for the design and implementation of ICT policies in the future.

Project to Support Municipalities in Educational Policies for Early Childhood

Fundación Arcor • Argentina Business Association (AEA)

This Project developed a proposal to provide support to municipalities in Argentine provinces to improve educational policies for early childhood. It aimed at strengthening public education policies catered to early childhood, while emphasising the municipal government as a major player given its active role in local development and its relation to diverse sectors and institutions. To that end, an assessment on the state of the art of early childhood policies was delivered, as well as a survey on significant national and international experiences. Moreover, the project conducted a document analysis, as well as interviews with government officials responsible for programmes, specialists, mayors, and municipal staff. Information gathered can be found in the publication *Aportes conceptuales y experiencias relevantes sobre educación en la primera infancia*.

In the future, this Project is expected to produce a technical assistance programme with priority strategies of action for early childhood, which will provide support to municipal policies.

Early childhood is a key period in the personal history of every child, and leaves traces relevant to their personal and educational paths. It is the stage during which the foundations of cognitive, emotional, and social development lead to the shaping of children's personality.

Registry of Innovative Experiences - Regional Teaching Strategies

OREALC-UNESCO Santiago

The "Regional Strategies for Teachers" project led by OREALC-UNESCO Santiago consisted of conducting a survey of innovative experiences in teacher training throughout Latin America. Countries included in the registry were Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, Peru, and Trinidad and Tobago. Its main objective was to contribute to the dissemination and knowledge of meaningful experiences that serve as inputs for the adjustment of a Regional Strategy for Teachers.

To achieve this goal, IIEP-UNESCO Buenos Aires collaborated with a registry of experiences on initial teacher training, lifelong learning, teaching careers, and institutions and processes of teacher policies in Argentina both at national and provincial levels.

CHILE

Economic Barriers to the Right to Education in Chilean Compulsory Education

UNICEF Chile

In 2006, hundreds of thousands of Chilean students demanded structural changes in the educational policy of their country. Following these requests, a series of reforms were brought to the legislation and to education institutions.

This study seeks to analyse the extent to which these new changes consolidate the Chilean state as a provider of the right to education. The strategy adopted to address this issue is based on four main axes:

- analysis of changes brought to regulations and institutions through the study of legislative and institutional documents.
- analysis of educational trends in recent years based on the processing of quantitative data.
- interviews with key actors and education debate leaders in Chile.
- analysis of the education debate, mostly in the academic field, through a review of recent publications produced in Chile.

UNIDOS PARA PONER FIN A LA VIOLENCIA CONTRA LAS MUJERES

Campana del Secretario General de las Naciones Unidas

Pedido y acciones para la prevención y fin de la violencia contra la mujer

25 de Noviembre Día Internacional de la Eliminación de la Violencia contra la Mujer. Oportunidad para renovar el compromiso de prevención y para poner fin a todas las formas de violencia contra esa población.

-  Editorial. Juventud, crisis y trabajo
-  Pedido y acciones para la prevención y fin de la violencia contra la mujer
-  Comparte tu opinión. Todo empieza contigo. ¿Qué tipo de mundo quieres?
-  Tendencias en Foco n°25. Primera Encuesta Iberoamericana de

▶ DISSEMINATION

IIEP-UNESCO Buenos Aires disseminates the outcomes of its training, technical assistance, and research projects with face-to-face and virtual strategies through the following communication channels:

- forums, debates, and conferences organised by the Institute.
- participation of specialists from the Institute in events organised by other organizations located in different countries of the region.
- IIEP-UNESCO Buenos Aires, SITEAL, SIPI, and RedEtis websites.
- print and online publications.

In the context of its dissemination strategy, the Institute has organised two forums in 2013. The first, in collaboration with the Ministry of Education of Argentina, focused on “Youth and Secondary Schools” and was attended by 1,300 participants. The second event was the annual IIEP-UNESCO Buenos Aires International Forum on “Education and Social Policies”. The live transmission of the event allowed a more active online participation and regional presence among participants.

Moreover, the IIEP-UNESCO Buenos Aires website, the main tool for the dissemination and communication of the Institute’s projects, was relaunched with a new design and a more user-friendly interface, allowing better web browsing and free access to online publications.

RedEtis, another of the Institute’s web platforms, was also renewed with the new design of its online portal. These initiatives are part of the institutional

strategy that consolidated in 2013 and has allowed establishing a better connection to users around the world.

The sustained presence of projects such as SIPI or SITEAL on social networks has also increased communication with the education community. For example, the use of Twitter as a microblogging platform has indeed provided the opportunity to reach new audiences.

The following pages outline the dissemination activities undertaken by the Institute in 2013.

FORUMS, DEBATES, AND CONFERENCES

International Forum: Youth and Secondary Schools

Ministry of Education of Argentina

The Ministry of Education of Argentina and the Institute organised in Buenos Aires an international forum on “Youth and Secondary Schools”, currently a key issue in the agendas of Latin American countries.

The main topics of the forum were:

- the role of the state as the main actor responsible for guaranteeing the right to education to adolescents and youth.
- the need to develop inclusive policies ensuring academic paths that provide access to relevant knowledge.
- the importance of teaching and learning today in secondary schools, as well as the challenges posed by youth cultures.
- the need to acquire more knowledge about the everyday life of adolescents and the cultural characteristics that define them.
- key management issues in secondary schools and the challenges faced by teachers.

Approximately 1,300 participants attended the event, including provincial education ministers, political and technical teams, representatives from universities, teacher training institutes and teacher unions, as well as supervisors, secondary school principals, teachers, and students.



Jaime Perczyk, Alberto Sileoni and Margarita Poggi

International Forum 2013. Education and Social Policies: Synergies for Inclusion

Simultaneous modes of attendance: virtual and face-to-face •

www.seminario.iipe.unesco.org

The focus of the forum was to discuss the relationship between education and social policies, as well as the possible synergies between them.

The overall objective was to produce a space for debate on the role of schools with the recent enrolment of historically excluded students, and analyse some of the broad characteristics of conditional cash transfer programmes which

have expanded in most Latin American countries. Some of the main issues were:

- the new socio-political scenarios of the region.
- the new social policies of universal inspiration: the tension between sectorial approaches and holistic perspectives on human development.
- the role of education in the new designs of such policies: from the bureaucratic compliance of conditionalities to a model that ensures access to quality education for all.
- a human rights perspective on the access to social policies and the search for accountability models for involved sectors.

The speakers national e international were: Mercedes González de la Rocha (Mexico), Juan Eduardo García- Huidobro Saavedra (Chile), Simone Cecchini (CEPAL Chile), Flavia Marco Navarro (P. S. of Bolivia), Jaime Perczyk (Argentina), Lenaura de Vasconcelos Costa Lobato (Brazil), Flavia Terigi (Argentina), Rosa Valls Carol (Spain) y Ricardo Cuenca (Peru).

Based on the discussions, a consensus was formed around the legitimacy of building greater social inclusion as a mechanism that can overcome the inequalities that characterise the region. Experts addressed an agenda of various research topics and possible intervention strategies that bring advances to human development post-2015.

More than 700 face-to-face participants attended the event, in addition to

the 7,300 virtual users that were able to follow the panels either through live or recorded videos. Furthermore, more than 4,800 tweets and microblog posts were published during the two-day meeting. The presentations of the speakers will remain available on the forum's website.

Furthermore, different groups organised out of their own initiative public screenings of the event in universities, schools, institutes, and ministries of education, which allowed their members to follow the lectures and panels simultaneously.



Series of Debates on Education and ICT

INTEL Software of Argentina S.A.

This year a series of four academic debates on ICT policies in education systems was conducted. The aim was to identify issues and questions in order to produce relevant knowledge that contributes to policy-making on information and communications technology in education.

The main issues were:

- ubiquitous learning and digital content.
- management and evaluation of ICT in education.
- infrastructure, connectivity and devices.
- technologies, social inclusion and citizenship.

These issues are relevant to the construction of education agendas in Latin America, and particularly in Argentina.

Each debate took place between experts from various fields, with the objective of developing a document that, drawing from the main angles of analysis and conclusions, will allow systematising a number of policy recommendations so the integration of technology in education will generate inclusive projects and quality education.

3rd Series of Debates on Education

Ternium SIDERAR • Regional 12 of the Directorate-General for Culture and Education of the Province of Buenos Aires

Following the success of the first and second series of debates on education conducted by IIEP-UNESCO Buenos Aires between 2010 and 2012, a third debate series was offered which took place over two days. The main themes were greatly relevant to the local community, and revolved around the following areas:

- technical education and the workplace.
- school management: conflict resolution in schools.

Like the previous series, presentations and discussions targeted actors from the education and social system of the areas of San Nicolás and Ramallo in the Province of Buenos Aires.

Over 900 people attended the event, including inspectors, directors, teachers, and students from the city of San Nicolás and its surroundings.



A) FORUMS, DEBATES, AND CONFERENCES ORGANISED BY IIEP-UNESCO BUENOS AIRES

ACTIVITIES	AUDIENCE	COUNTRIES	AUDIENCE PROFILE
International Forum: Youth and Secondary Schools, organised jointly with the Ministry of Education of Argentina	1,290 in-person participants	Argentina	Academics and specialists
International Forum: Education and Social Policies: Synergies for Inclusion	7,300 virtual participants 700 in-person participants	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Spain, United States, Uruguay, and Venezuela	Government officials, academics, secondary school principals, teachers, students
Series of Debates on ICT policies and Education	120 in-person participants (four meetings)	Argentina	Experts and academics in ICT policies
Series of Debates on Education	900 in-person participants (two meetings)	Argentina	Inspectors, directors, teachers, and students from San Nicolás and Ramallo, Province of Buenos Aires
Conference "Higher Education in Ibero-America: Trends and Challenges"	800 in-person participants	Mexico	Authorities of the University of Guadalajara, university professors and local education community

B) EVENTS ORGANISED BY OTHER ORGANIZATIONS

ACTIVITIES	AUDIENCE	COUNTRIES	AUDIENCE PROFILE
Forums, workshops, and conferences	6.000	Argentina, Brazil, Chile, China, Colombia, Costa Rica, Dominican Republic, Mexico, Paraguay, Spain, and Uruguay	Public officials, researchers, academics, directors, teachers, university students and professors, and representatives of civil society organizations

WEBSITES

IIEP-UNESCO Buenos Aires - www.buenosaires.iipe.unesco.org

The various contents produced by the Institute as well as its news and activities are published on its official website. Over 7,000 new participants signed up in 2013, with a total of 23,900 registered users.

The site has over 6,000 visits per month and a total of approximately 70,000 in the last year. Most visitors come from Latin America, where Argentina ranks first followed by Mexico, Peru and Colombia; Spain and France users are also active with more than 2,100 annual visits.

The most visited sections were:

- publications.
- training unit.
- documents.

The IIEP-UNESCO Regional Office integrated the microblogging platform Twitter to its dissemination strategy in order to share content directly and more easily with users and to participate more actively in social networks.

SITEAL - www.siteal.iipe-oei.org

All publications, documents and information produced by SITEAL are distributed through its official website. This year, the platform received an average of 9,520 visits per month, and 114,240 during the year. The monthly newsletter has 14,498 registered users. The website's most visited sections were:

- highlights.
- essays.
- dialogues and debates.

In 2013, SITEAL received 43% more visits than the previous year. Several SITEAL reports are regarded by the press and other media as a qualified reference on issues relating to comparative education.

Amongst others, the following elements were produced in 2013:

- updated databases, statistical summaries and country profiles.
- the section SITEAL's Dialogues with the publication of four interviews.
- publication of four essays and four highlights.

SIPI - www.sipi.siteal.org

The SIPI was launched in 2012 and has a total of 3,530 visits per month. Users who have subscribed to the SITEAL newsletter also receive SIPI news since both share the same subscriber database. The most visited sections were:

- state regulations for the enforcement of rights in early childhood.
- policies for early childhood.
- publications.

Amongst others, the following elements were produced in 2013:

- five Dialogues with experts which bring together conversations about the main educational issues in the region.
- publication of six essays and four highlights.
- 48 policies and 30 regulations were added to the SIPI database.
- update of the database of indicators.

RedEtis - Network for Education, Work and Social Inclusion in Latin America - www.redetis.iipe.unesco.org

The RedEtis project is a portal that constitutes a meeting point between actors interested in promoting an agenda of equity and justice on the topics of work and education, defined in a broadly manner, and in a changing regional and global context.

This portal provides access to resources, information on regional and national agendas, experiences, research studies, and interviews. It aims at consolidating a community of peers who find in this virtual space an area of permanent exchange for lessons learned.

RedEtis targets researchers, officers, policy-makers on education, social and work-related issues, civil society organizations, trade unions, and business associations that produce experiences and/or knowledge in areas such as poverty alleviation, youth-related issues, social economics, gender equity, sustainability of development, issues of decent work, child and youth labour, and recently expanded processes of dialogue and social protection in the region.

RedEtis publishes three times a year the newsletter *Tendencias en Foco*, which discusses emerging issues from the agenda promoted by the network. The most visited sections were:

- publications.
- library.
- projects.

RedEtis went through a re-engineering of its platform both in terms of its scope and technological resources. The new website offers greater accessibility to content and a friendlier online environment.

The site currently has an average of 7,227 visits per month, representing a 36% increase from the previous year.



Print and Online Publications.

Políticas docentes. Formación, trabajo y desarrollo profesional.

Margarita Poggi (coord.), Gary L. Anderson, Max Fredy Correa Noriega, Stella Maldonado, Verónica Piovani, Juana M. Sancho Gil, Emma Patricia Salas O´Brien, Guillermo L. Scherping Villegas, Sylvia Irene Schmelkes del Valle, Maurice Tardif, Emilio Tenti Fanfani, Denise Vaillant.
IIPÉ-UNESCO Buenos Aires, 2013

Towards better literacy achievements in the 2nd grade of primary schools: government collaborative action and learning assessment in Ceará State, Brazil, 2007-2010.

Ana Valeska Amaral Gomes.
IIPÉ-UNESCO Buenos Aires, 2013

Aportes conceptuales y experiencias relevantes sobre educación en la primera infancia.

Gladys Kochen
IIPÉ-UNESCO Buenos Aires, 2013

Ciclo de debates académicos tecnología y educación : documento de recomendaciones políticas.

María Teresa Lugo (coord.), Andrea Marta Brito, Ana María Rolandi y Natalia Fernández Laya.
IIPÉ-UNESCO Buenos Aires, 2013

SITEAL**Essays**

Soy lo que ves y no es. Adolescentes y jóvenes que no estudian ni trabajan en América Latina.

Vanesa D'Alessandre
IIPE-UNESCO Buenos Aires, 2013

La expansión educativa del nivel inicial durante la última década.

Gabriela Itzcovich
IIPE-UNESCO Buenos Aires, 2013

La expansión educativa en el nivel primario: tensiones entre educación inclusiva y segmentación social

Gabriela Itzcovich
IIPE-UNESCO Buenos Aires, 2013

Viejas y nuevas formas de analfabetismo.

Gabriela Itzcovich
IIPE-UNESCO Buenos Aires, 2013

E-books

Desigualdad y diversidad en América Latina: hacia un análisis tipológico comparado.

Sandra Facheli, Néstor López, Pedro López-Roldán, Florencia Sourrouille
IIPE-UNESCO Buenos Aires, 2013

SITEAL SIPI**Essays**

Un estado del difícil arte de ser cada vez más humanos.

Silvina Alegre
IIPE-UNESCO Buenos Aires, 2013

La familia como espacio de realización de los derechos del niño.

Silvina Alegre, Ximena Hernández, Elena Mingo
IIPE-UNESCO Buenos Aires, 2013

El desarrollo infantil temprano: entre lo biológico, lo político y lo económico.

Silvina Alegre
IIPE-UNESCO Buenos Aires, 2013

El enfoque de protección integral para la primera infancia en América Latina.

Camille Roger
IIPE-UNESCO Buenos Aires, 2013

Justiciabilidad, exigibilidad política de los derechos sociales, económicos y culturales. El caso de los Derechos del Niño.

Silvina Alegre, Ximena Hernández y Camille Roger

IPE-UNESCO Buenos Aires, 2013

RedEtis

Tendencias en Foco

Jóvenes en transición: paternidad, maternidad y mercado de trabajo en América Latina.

Ernesto Rodríguez

IPE-UNESCO Buenos Aires, 2013

Primera Encuesta Iberoamericana de Juventud 2013:

Insumos imprescindibles para el diseño de políticas públicas.

Ignacio Pardo y Carmen Varela Petito

IPE-UNESCO Buenos Aires, 2013

Mujeres y TIC. Tendencias y desafíos en la región.

Kemly Camacho

IPE-UNESCO Buenos Aires, 2013

Cooperation agreements with IIEP - UNESCO Regional Office in Buenos Aires

INTERNATIONAL AND REGIONAL ORGANIZATIONS – NATIONAL OFFICES

- Organization of Ibero-American States for Education, Science and Culture (OEI).
- UNESCO Brasilia (UBO).
- OREALC/UNESCO Santiago.
- UNICEF Chile.
- UNICEF Regional Office for Latin America and the Caribbean (UNICEF-TACRO).
- UNESCO Headquarters Division for Planning and Development of Education Systems (ED/PDE) / Nokia.

ANGOLA

- Ministry of Education of Angola.

ARGENTINA

- Argentina Business Association (AEA).
- Fundación Arcor.
- Fundación Compromiso.
- INTEL Software of Argentina S.A..
- Ministry of Education of Argentina.
- TERNIUM Siderar / Regional 12 of the Directorate-General of Culture and Education of the Province of Buenos Aires.

BRAZIL

- Municipal Secretariat of Education of São José dos Campos, São Paulo / UNESCO Office in Brasilia (UBO).
- Municipal Secretariat of Education of Rio de Janeiro, Brazil / UNESCO Office in Brasilia (UBO).

ECUADOR

- WOB - Flemish Association for Development Cooperation and Technical Assistance (Belgium) / Ministry of Education of Ecuador.

MEXICO

- Subsecretariat of Upper Secondary Education (SEM-SEP) / FLACSO.
- Centre of Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL) / Secretariat of Public Education (SEP).
- University of Guadalajara.

Experts and Officials who participated in the Regional Office Activities

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Celeste Adamoli, National Ministry of Education.

María Rosa Almandoz, Universidad Tecnológica Nacional.

Gabriel Brener, National Ministry of Education.

Adela Coria, Universidad Nacional de Córdoba (UNC).

Mariana Chavez, CONICET and Universidad Nacional de La Plata (UNLP).

Roberto Dib Azur, Minister of Education of Salta.

Jacqueline Evangelista, Minister of Culture and Education of La Pampa.

Cecilia Flachland, Universidad de Buenos Aires (UBA).

Gustavo Galli, National Ministry of Education.

Alejandro Garay, National Ministry of Education.

Luis Jacobo, Minister of Culture and Education of Misiones.

Marcelo Mango, Minister of Education of Río Negro.

Mirta Marina, National Ministry of Education.

Daniel Míguez, Facultad Latinoamericana de Ciencias Sociales.

Sandra Molina, Minister of Education of Tierra del Fuego.

Constanza Necuzzi, Programme Conectar Igualdad – ANSES.

Catalina Nosiglia, Universidad de Buenos Aires (UBA).

Jaime Perczyk, Secretary of Education of the National Ministry of Education.

Guillermo Pérez Sosto, UNESCO Chair in Current Social Issues at the Instituto Torcuato Di Tella.

Verónica Piovani, National Teacher Training Institute (INFOD) of the National Ministry of Education.

Silvia Rojkés de Temkin, Minister of Education of Tucumán.

Alberto Sileoni, Minister of Education of Argentina.

Silvia Storino, National Ministry of Education.

Paulina Suárez, Curricular Commission of the New Secondary School of Chubut.

Gabriela Torres, National Ministry of Education.

Eliana Vásquez, Directorate-General for Culture and Education of the Province of Buenos Aires.

Virginia Vázquez Gamboa, National Ministry of Education.

Luis Zaffaroni, Minister of Education of Chubut.

BRAZIL

Lenaura de Vasconcelos Costa Lobato, Universidad Federal Fluminense de Río de Janeiro.

João Antônio Neves Allemand, Independent Consultant.

CHILE

Juan Eduardo García Huidobro, Facultad de Educación de la Universidad Alberto Hurtado.

Simone Cecchini, Economic Commission for Latin America and the Caribbean (CEPAL).

COSTA RICA

Mauricio González, Ministry of Public Education of Costa Rica.

FRANCE

Danilo Martuccelli, Paris Descartes University, University Institute of France.

MEXICO

Mercedes González de la Rocha, Centre for Research and Higher Education in Social Anthropology (CIESAS).

PERU

Ricardo Cuenca, Institute of Peruvian Studies (IEP) / Peruvian Society for Educational Research (SIEP).

PLURINATIONAL STATE OF BOLIVIA

Flavia Marco Navarro, Consultant at CEPAL, OIT, Population Council, Agencies of Cooperation for Development and Civil Society Organizations.

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Carlos Marcelo, Universidad de Sevilla.

Rosa Valls Carol, Special Research Centre for Theories and Practices to Overcome Inequalities (CREA). Universidad de Barcelona.

International and Regional Organizations

Luis Acosta Ibarra, Ibero-American Youth Organization (OIJ).

Juan Cruz Perusia, UNESCO Institute for Statistics (UIS) / UNESCO Office in Santiago.

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