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Introduction

This annual review presents the most significant results achieved by the Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago) in 2012.

The work of the Regional Bureau is based on the conviction that the right to education is an essential tool for mitigating inequality, which remains an important and unresolved task in Latin America and the Caribbean. The role of education in reducing inequality was highlighted as one of the main recommendations agreed upon by the region's ministers of education at the ECO-SOC ministerial meeting in Buenos Aires, May 2011.

The year 2012 has been challenging: UNESCO in general, and particularly OREALC/UNESCO Santiago, have faced a difficult budget situation due to different factors, including the economic crisis that is affecting many donor countries. This has forced us to make additional efforts and strategic decisions to protect the integrity of the regional programme. It has, however, also taught us to deal with adversity, to work more and better as a team, to consider partnerships and coalitions, and to optimize our resources. I am pleased to announce that we accomplished our 2012 targets and goals for the region.

In 2012, the Regional Bureau received the support of different partners who, through the sharing of opinions, ideas and experiences, contributed to the collective construction of knowledge and information for a better quality of education. The general consensus among countries is that the quality of education needs to be improved and equitable education systems built so that young people are able to access decent

jobs and enjoy a full life, and nations achieve sustainable and fair development. In support of this process, the 3rd Regional Comparative and Explanatory Study (TERCE) is advancing well and will be completed as planned.

A key document merits special attention: Background and criteria for the development of teacher policies in Latin America and the Caribbean is the result of work done by several countries, the Regional Bureau and its strategic partners. The study offers information and methodologies on designing and improving teacher policies by placing teachers, the main actors in the educational process, at the centre of all activities.

This report also presents our achievements in educational planning, education for sustainable development (ESD), HIV & AIDS prevention, a gender-based approach to education, and education for a culture of peace that helps mitigate the growing problems of bullying and school violence.

We also undertook information dissemination and training in schools for disaster - and tsunami-risk preparedness. This work has been acknowledged throughout the region, as students, teachers, and experts have had access to knowledge and practices essential to face the natural disasters that are characteristic of this region.

Given the extent of the tasks facing the Regional Bureau and the countries of the LAC region in the coming months and years, we have added a section on post-2015 education development and the relevant actions initiated in the 2nd half of 2012.

This review of the 2012 results is thus an account of the priorities and accomplishments that have been the focus of our efforts, and of the actions that we have taken to advance the socio-economic and social justice agendas in Latin America and the Caribbean.

In 2013, we expect to face similar budget challenges, but, drawing on the experience and the achievements of 2012, we are confident that we will be able to successfully implement UNESCO regional programme for education in Latin America and the Caribbean.

To learn more about the activities that we conducted in 2012 and in previous years, we invite you to visit our website: www.unesco.org/santiago



Jorge Sequeira

Director

Regional Bureau of Education for
Latin America and the Caribbean

OREALC/UNESCO Santiago

Teachers: pillars of quality education

To address the essential issue of quality in education, the countries of the region have identified their most pressing areas for intervention, and have placed teachers at the centre of their concerns, as teachers are key actors if a quality education for all is to be achieved by 2015.

The project entitled “Being a teacher in Latin America and the Caribbean in the 21st century” stands out among the initiatives taken by OREALC/UNESCO Santiago. It makes a fundamental contribution to the implementation of the 1st stage of the Regional Strategy on Teachers, led by this Bureau in 2011–2013.

The Strategy has been supported by a technical secretariat and a regional network of experts specially formed for the collective construction of proposals. This resulted in a seminal document entitled Background and criteria for the development of teacher policies in Latin America and the Caribbean, which was developed with the participation of stakeholders in Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, Peru, and Trinidad & Tobago.

This study describes the state of the art on key issues for teacher development, and presents guidelines for the design of public policies to strengthen that development.

These activities constituted the 1st stage of the Regional Strategy on Teachers. The results of this phase were made public at a meeting in Panama City on 24 and 25 May 2012. The Spanish Agency for International Development Coopera-

tion (AECID) and the Partnership for Educational Revitalization in the Americas (PREAL) have provided crucial support for this initiative.

In the framework of this project, current teachers’ policies have been analysed in three key, interrelated areas: pre-service teacher training, continuing professional development, and the teaching career. The situation of each of these areas was described, and specific aspects, problems, and challenges identified. The document also analysed the institutional contexts and the processes by which teachers’ policies are generated and implemented, reviewing their stability, consistency and quality.

This study also presents guidelines for designing public policies that provide teachers with the right to relevant and pertinent continuing training. This approach focuses on an integrated education that considers the learning needs of students while gives teachers a career path, which distinguishes the different stages of their career.

In the 2nd phase in 2013, the Strategy will become an operational tool to generate the information needed to fill the knowledge gaps that emerged during the 1st phase. It will also be used to identify successful experiences in teacher-related decision-making. Thus, the Strategy will contribute directly to the design of planning processes, working with countries and their technical representatives, towards strengthening the overall status of teachers.



TEACHERS FOR EDUCATION FOR ALL
REGIONAL STRATEGIC PROJECT ON TEACHERS
OREALC/UNESCO SANTIAGO

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



Monitoring and evaluation to improve the quality of education

One of the main objectives of OREALC/ UNESCO Santiago is to conduct comprehensive analyses of the quality and equity of the education systems in Latin America and the Caribbean. To this end, empirical evidence, indicators, assessments and surveys are used to analyse the situation in the region and spearhead progress towards achieving quality education for all by 2015.

In 2012, the Regional Bureau carried out numerous activities in this field. Among them, nine events of a technical/political nature were organized within the framework of the Latin American Laboratory for the Assessment of Quality in Education (LLECE), with a focus on capacity development and building stronger networks for sharing experiences.

Seven of these meetings addressed issues related to the Third Regional Comparative and Explanatory Study (TERCE) e.g. data capturing, open questions for tests, and the analysis of associated factors. The UNICEF Regional Office in LAC was an important partner in these events.

Following on the work carried out throughout the year, education experts and LLECE staff met in Chile for the 2nd Meeting of the High-Level Technical Consultative Council, the advisory body for the implementation of the TERCE, which is composed of recognized education assessment experts.

Additionally, two important meetings were held to build capacity with regard to the quality of education and its assessment i.e. the Workshop on Global and Regional Trends in Education Quality Assessment and Institutional Self-Assessment, organized jointly with UNICEF Argentina (Buenos Aires, 9-10 August), and the 1st Latin American Congress on Education Assessment and Measurement (Santiago, 4-5 October) in which the Regional Bureau participated actively.

In the Plurinational State of Bolivia, OREALC/ UNESCO Santiago is working with the Ministry of Education and the Intervida Foundation (Spain) on the project "Capacity building for information planning and management."



© UNESCO / Training meeting to implement the Third Regional Comparative and Explanatory Study (TERCE).

The goal is to move towards a national conceptualization of quality in education and to develop a system of indicators within the framework of the Avelino Siñani–Elizardo Pérez Education Law, with emphasis on forging a multicultural and multilingual society.

Five publications were produced that address the issue of quality in education. Two in particular are worth mentioning here:

- Analytical report on progress towards EFA in the region: Critical issues and ground to be covered by 2015.
- Synthesis and update of the regional monitoring report on progress towards quality Education for All in Latin America and the Caribbean, EFA 2012.

Significant progress was made in 2012 on the pilot implementation of the TERCE. This phase is essential to ensure the quality of the study, because it allows for the validation of the psychometric tests that will be given to students, and of the procedures involved in the TERCE implementation. This



© UNESCO / Ramon Lepage. The evaluation of student achievements is key to develop teaching policies.

stage is really a “trial run” for the final implementation that will take place in 2013. The assessment will provide information that will be useful in assessing how education systems have advanced, and in establishing improvement strategies to meet education quality targets in the different countries.

The regional monitoring and assessment of quality in education directly benefits all professionals working in educational policy, planning, monitoring and evaluation, including:

- The 16 national coordinators of the LLECE.
- More than 60 technical staff members in the areas of mathematics, science and language in ministries of education in the region.
- Over 40 ministers or vice–ministers of education in the region.

Indirectly, this work impacts on:

- More than 68 million primary school pupils.
- More than 59 million secondary school students.
- Over 2 million primary school teachers.
- Over 3 million secondary school teachers.

Sustainable development and disaster risk management

In order to transform societies and encourage the adoption of sustainable practices and behaviour, citizens need to be aware of the interrelation that exists between environmental issues, such as biodiversity and water, and economic and social issues, such as poverty reduction, responsible consumption, gender equity and cultural diversity.

What is needed is an education that encourages critical thinking and behavioural change to allow individuals to take informed decisions and actions for the planet's sustainability. UNESCO promotes Education for Sustainable Development (ESD), as a quality education that ensures the relevance of methodologies and contents to prepare children and young people for the construction of a development model which values more than mere economic growth.

OREALC/UNESCO Santiago promotes ESD through specific activities such as the training course on "Education for sustainable development: a challenge in the improvement of quality in school education," held in March 2012, for teachers who work in the district of La Pintana, in Santiago, Chile, and whose schools are registered



© UNESCO. Tsunami drills in several countries received assistance from the Bureau.

with the National System of Environmental Certification for Educational Facilities (SNCAE).

At the regional level, and in cooperation with the Universidad Autónoma de San Luis Potosí in Mexico, the Regional Bureau offered a 2011–2012 online diploma programme on "Educational capacities for sustainable development" for teachers from different countries in the region. The participating teachers acquired skills for developing and assessing ESD projects, using responsible pedagogic strategies geared towards a more sustainable way of life. By December 2012, 80 teachers had registered to attend the second edition of this diploma programme.

Managing and caring for water resources was also part of OREALC/UNESCO Santiago focus in 2012 through the project "Managing water resources in arid and semi-arid regions of Latin America and the Caribbean (MWAR-LAC)" with support from the Flanders-UNESCO Science Trust Fund (FUST) and UNESCO Science Sector. The goal is to strengthen the capacity to manage water resources in arid and semiarid areas in Latin America and the Caribbean by strengthening networks and facilitating international and regional cooperation.



© UNESCO / Carolina Jerez. Warning signs have been placed in vulnerable areas.

In the 1st phase, two training courses were organized in Chile and Colombia, with the aim of reducing vulnerability to drought and global climate change, through appropriate water resource management and soil management techniques. Moreover, as part of the project, a platform is being established to monitor and manage extreme climatic and hydrological events, and thus support the management of agro-climatic risk.

In the framework of ESD, UNESCO promotes education for disaster risk reduction. The regional Bureau together with the Permanent Commission for the South Pacific (CPPS), UNESCO's Intergovernmental Oceanographic Commission (IOC), and the national tsunami warning systems of Chile, Colombia, Ecuador, and Peru, have developed standard operating procedures for tsunami warning

communications in the South Pacific. The goal is to build a strong and effective interconnection of the four warning systems.

This material has been prepared in the framework of the DIPECHO VII project "Strengthening of the regional tsunami early warning system: Preparations in Chile, Colombia, Ecuador, and Peru" within the 7th Plan of Action for South America of the Disaster Preparedness Programme (DIPECHO VII) of the European Commission's Humanitarian Aid and Civil Protection Office –Directorate General (DG-ECHO).

This initiative seeks to generate a regional system through shared strategies and standard procedures. An online platform has been activated to support communications between systems and for liaising and information-sharing among the members of the South-East Pacific Regional Tsunami Warning System.

In June 2012, the institutions that are part of Peru's National Tsunami Early Warning System established procedures, assigned responsibilities for issuing warnings and determined the time frames required in the event of a tsunami alert along the country's coastline. The institutions that adopted the operating procedures for the National Tsunami Warning System were the Institute of Geophysics of Peru (IGP), the Hydrography and Navigation Administration of Peru's Navy (DHN), and the National Institute of Civil Defence (INDECI).

Preparatory work on Peru's national protocol began in January 2012 at the National Workshop for Operating Procedures that OREALC/UNESCO Santiago and UNESCO Lima organized. Chile's current institutional protocol was used as a reference.

Along the same line of work, OREALC/UNESCO Santiago organized a contest for students on tsunami alert, which gave recognition to the educational, scientific, and dissemination projects for

In inaugurating the course on **"Education for sustainable development: a challenge in the improvement of quality in school education"**, the Director of OREALC/UNESCO Santiago, asserted: "Education for sustainable development is growing as an issue for discussion, both nationally and internationally. On the one hand, because the different countries, including Chile, are facing new challenges such as climate change, drought and water scarcity, floods, biodiversity loss, and loss of cultural diversity. On the other hand, because quality education can only exist if it includes education for sustainable development and the relevance of educational content is guaranteed, as learning must prepare boys, girls and youth to build sustainable development models."



© UNESCO / Giovana Santillán. One of the participant drawings of the contest “Students on Tsunami Alert”.

tsunami risk reduction undertaken by secondary students from coastal schools in Chile, Colombia, Ecuador, and Peru.

Twenty-five students from schools in the four countries developed educational projects for the dissemination of information on risk prevention that is crucial in case of a tsunami. The contest led to the strengthening of participants’ capacities, the sharing of experiences, and the setting up of agreements to drive risk reduction activities from the school towards the community.

On this same topics, Chile’s Ministry of Education won the South American contest “Experiences and good practices for disaster preparedness”, organized by the UN International Strategy for Disaster Reduction (UNISDR) and DG-ECHO. Chile received this acknowledgement due to its demonstrated commitment to education and tsunami risk reduction in coastal schools. Chile’s Ministry of Education led the process of developing educational modules that would fit into the present syllabus, and would promote a better understanding of tsunamis, taking as a basis the different subject areas of primary, secondary, and early education.

Another 2012 accomplishment was the launch of an online library that contains educational materials on tsunami preparedness, developed by ministries of education, national risk management administrations, and international organizations. This collection of more than 100 educational materials promotes tsunami risk reduction in the education sector, and is accessible in Spanish on the website of the Regional Disaster Information Center for Latin America and the Caribbean (CRID).

Under another training activity, more than 30 technical staff members from oceanographic institutes, seismologic services, national risk management administrations, and ministries of education from Chile, Colombia, Ecuador and Peru, were certified in the diploma programme “Scientific basis, threats, and vulnerability in the case of tsunamis along the South-East Pacific coastline.”



© UNESCO / Giovana Santillán. A participant in the contest “Students on Tsunami Alert”.

Response of the education sector to HIV

Increased awareness about HIV in Latin America and the Caribbean, and elimination of the stigma and discrimination encountered by people living with HIV are the core objectives of OREALC/UNESCO Santiago's work.

It is accepted that comprehensive sexuality education offered from an early age in school allows young people to develop their sexual lives in a sensible and responsible manner. It also helps to prevent sexual abuse and reduces adolescent pregnancy, gender-based violence, and bullying (including homophobic bullying). Additionally, early sexuality education helps prevent HIV, AIDS, and other sexually transmitted infections.

In northernmost Chile, the region of Arica-Parinacota is the hardest hit by HIV and AIDS. This situation has motivated the technical cooperation of the UN system in Chile since 2008.

In 2010, the authorities of Arica-Parinacota requested the support of the Joint UN Programme on HIV/AIDS for the development of a regional policy on this issue.

Over 300 people benefitted in 2012 from the work carried out by UNESCO-trained counselors.

OREALC/UNESCO Santiago has been supporting efforts in the region of Arica-Parinacota (Northern Chile) to develop a sexuality education programme. In 2011, the Regional Technical Committee on Sexuality Education was formed, and in 2012 UNESCO supported the design of a proposal for the development of a sexuality education programme that is participatory and relevant to the characteristics and needs of Arica-Parinacota. It is hoped that Chile's National Fund for Regional Development (FNDR) will finance the programme, and that implementation will begin in 2013.

At the regional level, OREALC/UNESCO Santiago participated in the 2012 Consultation of the Americas "A health culture in the school context", attended by ministers of education on 18 - 19 October in Mexico. Discussions revolved around the topic of a healthy life culture promoted through school education in all countries, with policies on physical activity, healthy eating habits, addiction prevention, and comprehensive sexuality education, including the issue of HIV.

In the final declaration, education ministers and representatives from Barbados, Cuba, Grenada, Guatemala, Guyana, Haiti, Honduras, Mexico, Panama, Peru, Saint Lucia, Suriname, Trinidad & Tobago, and Uruguay made the commitment to continue working on the sustainable and long-term promotion of the above-mentioned school programmes at the community, national, and regional levels.

In 2012, UNESCO took over as the technical secretariat of a network of ten countries called the Regional Community of Practice in Sexuality Education. This role allows UNESCO to support South–South Cooperation on related issues. It also provides an opportunity to put the issue of homophobic bullying on the agenda of education authorities in most countries of Latin America and the Caribbean, in addition to promoting comprehensive sexuality education and healthy coexistence in school.



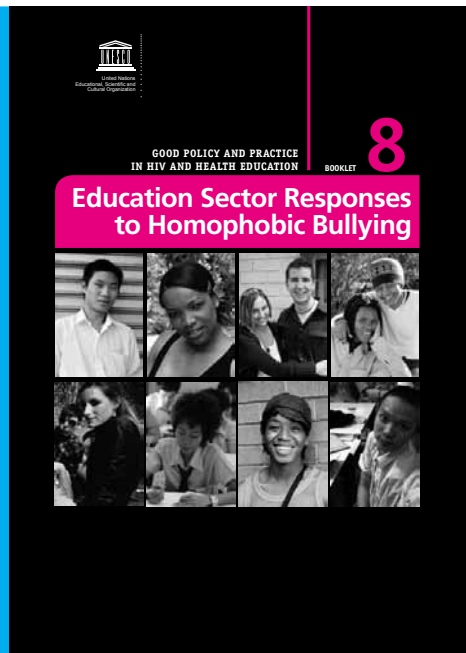
© UNESCO / José Gabriel Ruiz. Mexico. Tolerance and respect of diversity must be a part of the education of all students.

OREALC/UNESCO Santiago published in 2012 the Spanish edition of “Education Sector responses to homophobic bullying”, booklet No. 8 in a series of publications that address issues on UNESCO’s work regarding HIV and health education.

This effort is the result of numerous contributions to the promotion of health in the classroom, which UNESCO is supporting to complement its work on HIV and sexuality education. In this context, the publication entitled Teacher training in sexuality education in Latin America and the Caribbean serves the same purpose.

Promoting the inclusion of issues such as homophobic bullying or intercultural societies in school curricula is part of UNESCO’s work in the countries of Latin America and the Caribbean.

UNESCO also works to promote full compliance with and respect for international conventions and declarations, particularly UNESCO’s Universal Declaration on Cultural Diversity, which has been subscribed to by all Member States.



Inclusive education

Identifying the obstacles facing children and adolescents with disabilities in education access, retention, learning, and participation is one of the priorities of OREALC/UNESCO Santiago. In this respect, the Regional Bureau organized the IX Symposium of Educational Cooperation with Ibero–America on the theme of special and inclusive education. The symposium was attended by public policy-makers in this field. The Ministry of Education, Culture, and Sports of Spain was also represented at this meeting, which took place at the Training Center of the Spanish International Cooperation Agency in Cartagena de Indias, Colombia, 22 - 26 October 2012.

This activity was part of the work developed by the Ibero–American Network for Special Needs Education (RIINEE, by its Spanish–language acronym), which seeks to contribute to the implementation of the UN Convention on the Rights of Persons with Disabilities.

This effort is part of the Regional Bureau’s work to consolidate inclusive education systems, through the generation of policies that

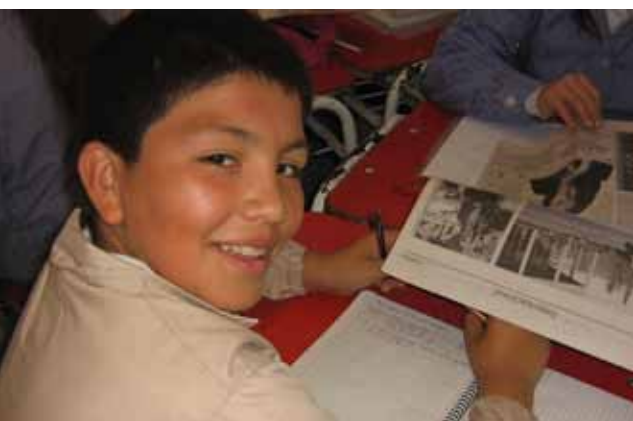


© UNESCO / Tomas Munita. Jose Ignacio Tapia, 5, has Down Syndrome. He attends the San Alfonso Public School in Chile.

prevent persons with disabilities from being excluded from education systems, support systems, and any actions taken to facilitate access to early, primary, and secondary education and, in general, life–long education.

Other cooperation initiatives that RIINEE promotes include internships for technical staff of the ministries of education e.g. the sub–regional project “Towards inclusive education in Central America.” In 2012, three internship projects were implemented: Costa Rica–Mexico, Guatemala–Mexico, and Panama–Mexico.

The internships have helped strengthen South–South exchange and cooperation, and the sharing of innovating experiences in inclusive education. They also represent a contribution to the development of educational



© UNESCO / Carolina Jerez. Without inclusion there can be no equity. Ramon Freire School, Maipú, Chile.

policies and programmes in this area, both for countries that participated directly, and for countries that have had access to the results of the internships.

In 2012, OREALC/UNESCO Santiago launched the project “Towards inclusive education in Central America.” The results contribute to making progress towards inclusive educational centres in Central America, as a means to develop societies that respect diversity in all its dimensions (ethnic, ideological, political, cultural, personal, and collective).

The Central American Educational and Cultural Coordination–Central American Integration System (CECC–SICA, by its Spanish–language acronym), Costa Rica’s Ministry of Public Education, and the Ministries of Education of Guatemala and El Salvador – with technical support of OREALC/UNESCO Santiago – participated in the initial phase. The intention is to gradually include the other Central American countries.

In 2012, progress in the 1st phase of the Regional Education Information System for Students with Disabilities (SIRIED, by its Spanish–language acronym) has resulted in the development of more comprehensive national information systems highlighting the situation of students with disabilities, and in the development of more focussed education policies that address their needs and fully guarantee their right to education.

Young people are also at the centre of UNESCO’s work. In October 2012, in Santiago, Chile, the Regional Bureau presented the tenth Education for All Global Monitoring Report (GMR 2012). The publication “Young people

and skills – Working with education” emphasized the pressing need to invest in education, and to equip young people with the skills that can provide them with decent jobs and a prosperous life.

Technical and vocational education and training (TVET) lags behind in Latin America and the Caribbean. In 2012, OREALC/UNESCO Santiago worked on the analysis of TVET policies for El Salvador. As a result, El Salvador now has the necessary information for the development of policies and system reform in this area. The Bureau also conducted a regional study on information systems for TVET, the result of which provide guidelines for designing TVET information systems.

UNESCO’s work with the Ibero–American Network for Cooperation in the Education of Persons with Special Educational Needs (RIINEE) has contributed towards a greater understanding of inclusive education as a key component of quality education for all, not as a compensatory action to benefit the excluded or “different” ones.

This progress is reflected in regulations, education policies and good practices that have been set in place in various countries, supported by the Regional Bureau as they were being developed.

Communication, heritage and a culture of peace

As part of its activities for knowledge building and for the establishment of networks, OREALC/UNESCO Santiago coordinates *Innovemos*, an interactive site and forum for reflection, production, exchange, and dissemination of educational innovations and practices. The *Innovemos* network represents a space for interaction that operates simultaneously as a data bank and as a sharing point for educational experiences, bibliographies, documents, and educational materials, as well as a communications platform for network members.

In 2012, OREALC/UNESCO Santiago worked to enhance the capacities of journalists and correspondents, to help them report more effectively on education issues, and raise their awareness about existing challenges. To this end, an international training programme was organized for correspondents from the region.

For the 4th consecutive year, OREALC/UNESCO Santiago celebrated World Press Free-

dom Day with a debate on “New voices: press freedom to transform societies.” The proceedings of the debate have been published. This publication is already on the reading lists of several schools of journalism.

The year 2012 was also pivotal for heritage issues. From 3 to 5 December 2012, the Final Meeting of the 2nd Cycle of the Periodic Reporting Exercise for World Heritage in LAC took place in Santiago, Chile. Delegates from over 30 countries discussed the future of world heritage in the region, and designed UNESCO action plan for the management and conservation of World Heritage sites in LAC during the next seven years (2013–2020).

To mark the 20 years of existence of the Memory of the World (MOW) programme, Chile’s National MOW Committee and OREALC/UNESCO Santiago organized a meeting on “Experiences in identity and memory: national workshop for the preservation of docu-



© UNESCO/Andrés Pascoe. The World Freedom of the Press Day 2012 was celebrated with the seminar “New Voices: Freedom of the Press to Change Society”.

mentary heritage”, 8 - 9 November 2012. The meeting generated greater awareness of the existence and significance of documentary heritage as well as of the benefits in protecting it and in providing access to it.

To promote respect for indigenous peoples, indigenous leaders from Latin America and UNESCO officers participated in the 1st Regional Workshop for the Development of UNESCO’s Policy on Indigenous Peoples, 3 - 5 September 2012. UNESCO’s themes of education, science, culture, communication and information were addressed in the meeting.

Along the same lines, OREALC/UNESCO Santiago put together a photographic exhibition “Where we come from” which has travelled throughout Chile. The photographs were collected from a photographic competition, organized by OREALC/UNESCO Santiago, in which hundreds of persons sent pictures of their families that highlighted diversity and integration as well the indigenous mix in Chile’s population. The contest was an essential component of the “Mucho Chile” campaign, designed by the Regional Bureau with the support of UNDP, PAHO, FAO and UNICEF, in the framework of the Joint UN–MDG Spanish Fund project on Conflict Prevention and Peace Building.

Communication products, impact on the press and coverage

During 2012, the actions, events and publications developed by the Regional Bureau achieved significant press coverage, including over 500 articles in nearly 80 different media in most of the countries in the region.



© UNESCO/ Andrés Pascoe.
Children of Quilicura visit the exhibit “Where one comes from”.

More than 160 press releases were developed and distributed to media throughout the region. This has helped raise awareness on important issues such as the right to education, quality, and learning conditions for students in Latin America and the Caribbean. The relevance of sustainable development, teacher training and other topics has also received considerable coverage.

In terms of social networks, the Regional Bureau strengthened its presence, reaching almost 7.500 followers in Twitter with a high retweet frequency.

The Regional Bureau’s Facebook page has almost 4,000 followers, and a space in Google+ was also created. Other networks such as Flickr and YouTube have been useful in disseminating the work of the Bureau, thanks to the development of a sizeable multimedia archive.

The Bureau developed six special websites devoted to specific events or issues, including the launch of the 2012 Global Monitoring



© UNESCO. A free and responsible press is a requirement for democracy.

UNESCO promotes freedom of expression and freedom of the press as a basic human right, through advocacy and monitoring activities. It highlights media independence and pluralism as fundamental to the process of democracy by providing advisory services on media legislation and by making governments, parliamentarians and other decision-makers aware of the need to guarantee free expression.

Report on Education for All and the Post-2015 Educational Agenda. These sites have been extremely useful to better organize and gather documents, news reports, photos, information and links of particular themes.

For more information, please visit our website.

www.unesco.org/santiago

Finally, the Regional Bureau developed and gave support to the development of 20 high-quality publications on a wide range of issues such as literacy, teachers, the right to education, freedom of the press, risk disaster prevention and human development.



© UNESCO/Andrés Pascoe. Traditional Chilean dance during the inauguration of the Final Meeting of the Second Cycle of the Periodic Reporting Exercise for World Heritage in Latin America and the Caribbean.

Gender: betting on equity and equality

All agencies of the UN system are committed to supporting national efforts to comply with the Millennium Development Goals (MDGs). The third goal calls for the promotion of gender equality and women's autonomy.

In 2012, the UN responded to the Secretary General's appeal to join "UNiTE to End Violence against Women." This campaign aims to combat the persistent physical and psychological mistreatment of women.

OREALC/UNESCO Santiago supported the study on women's vulnerability to HIV & AIDS in the Arica-Parinacota Region, which was con-

ducted by the GERMINA organization, as part of a project financed with resources provided by UNAIDS.

From a woman's perspective, the results of this research shed new light on the dynamics of the HIV epidemic in Arica-Parinacota. Women who participated in the study pointed out several weaknesses that need to be addressed.

One of the main vulnerability issues that women face in this part of Chile is gender-based violence. Thus, this situation should be considered alongside HIV prevention.



Resource mobilization

Most countries in LAC have already reached the status of middle-income countries (MICs) while two countries now belong to OECD. This context demands sophisticated and complex technical assistance to address the challenges of more advanced development agendas.

Taking this into account, and considering the unprecedented budget restrictions that UNESCO is facing, it has become crucial for OREALC/UNESCO Santiago to design strategies to attract resources for the implementation of its biennial programme.

Different donors have understood the urgency of supporting UNESCO's regional programme, and have made contributions that have allowed OREALC/UNESCO Santiago to implement its programme of work. It is important to note the contributions made by:

- Inter-American Development Bank (IADB), Research Department, which contributes with resources for the use of SERCE results in maths (6th grade) in schools in Costa Rica, where the "Geomate" software has been applied.

- Annual contribution of countries that are members of the LLECE, and that participate in the 3rd Regional Comparative and Explanatory Study (TERCE): Argentina, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and the Mexican state of Nuevo León.

- DIPECHO: since 2011, the European Commission's Humanitarian Aid and Civil Protection Office-Directorate General (DG-ECHO),

through its 7th Action Plan for South America of the Disaster Preparedness Programme (DIPECHO VIII), funds the project "Strengthening of the regional tsunami early warning system: preparations in Chile, Colombia, Ecuador, and Peru." This project represents the 2nd phase of a tsunami-preparedness initiative for the Pacific Coast of South America.

- Spain, through the Spanish Agency for International Development Cooperation (AECID) and the Ministry of Education, Culture, and Sports. These contributions and technical inputs are essential for implementing activities on inclusive education, regional monitoring and assessment of quality in education, and the 3rd Regional Comparative and Explanatory Study (TERCE).

- The Government of Chile provides support to develop studies, publications, and seminars on issues relevant to the national education system.

- Intervida Foundation: the Barcelona-based international development organization cooperates with the Regional Bureau on the project "Capacity building for information planning and management" that is being implemented in the Plurinational State of Bolivia.

- NORCAP of the Norwegian Refugee Council: supports OREALC/UNESCO Santiago by providing specialists in disaster risk management to implement activities that will strengthen risk management capacities and disaster preparedness, with an emphasis on tsunamis. This support has been extended through 2013.

- UNAIDS provides the Regional Bureau with OFID resources to consolidate the regional community of practice in sexuality education in 2013. In 2012, the comprehensive sexuality education component was included as part of a larger UNAIDS initiative in LAC, which seeks to strengthen South–South Cooperation on issues related to HIV prevention. OFID is the international cooperation agency of the Organization of Petroleum Exporting Countries (OPEC), and is an active donor in several regions of the world.

- The Partnership for Educational Revitalization in the Americas, PREAL contributed to the Regional Strategy on Teachers, by providing support for the participation of all Central American countries and the Dominican Republic during the process of discussions on how to strengthen the position of teachers.

- Santillana – Sistema UNO: provides support for the promotion of UNESCO’s rights-based approach to education quality, for the analysis and development of recommendations on Sistema UNO, and for the improvement of learning quality in Latin America.

- UNICEF Regional Office in Latin America and the Caribbean, cooperates closely with OREALC/UNESCO Santiago for the improvement of education quality in LAC, particularly by supporting the countries in the implementation of activities generated by the Latin American Laboratory for the Assessment of Quality in Education (LLECE).

- The Flanders UNESCO Trust Fund (FUST) supports two extra-budgetary projects on the management of water resources in drylands of Latin America and the Caribbean, and on the impact of glacier melt on water resources in Andean countries. Both projects are implemented from OREALC/UNESCO Santiago Bureau



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Education in 2015 and beyond

Twelve years after the Dakar Declaration, and less than three years from the deadline for achieving the six Education for All (EFA) goals in 2015, OREALC/UNESCO Santiago and the Economic Commission for Latin America and the Caribbean (ECLAC) established a working group in 2012. The aim is to coordinate the inter-agency collective design of the post-2015 education agenda in Latin America and the Caribbean.

The studies conducted by national and regional experts, and the monitoring work of the Regional Education Project for Latin America and the Caribbean (EFA/PRELAC) show that, despite the progress that has been made towards achieving EFA by 2015, reaching some of those goals still represents a significant challenge, particularly the education quality goal.

Thus, the working group seeks to make a contribution to speed up progress towards



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The expansion of early childhood education programmes is a priority in the region.

meeting the EFA goals by 2015, and to move forward with the design of a post-2015 educational agenda. The group developed an analytical report on regional progress towards EFA by 2015, identifying critical issues and gaps. The document is being used as the basis for drawing up the post-2015 educational agenda. The group also meets periodically to analyse new information and documents produced by global and regional initiatives.

The Global EFA Meeting (GEM), held at UNESCO Headquarters from 21 to 23 November 2012, reviewed the progress by LAC towards the EFA goals. This meeting was a very important global event that involved all UNESCO Member States as well as international organizations, bilateral agencies, civil society, and the private sector. It provided a strategic platform to revitalize the EFA movement, increase support for EFA by the different stakeholders, and promote better knowledge sharing and coordination.



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The post-2015 educational agenda is one of the key areas in the Bureau's work.

At that meeting, OREALC/UNESCO Santiago presented a report on progress made by LAC countries towards the six EFA goals, which also identified remaining challenges, and made proposals as how to meet those challenges by 2015 and beyond.

In Mexico, January 29-30 2013, the Regional Bureau organized, alongside ECLAC, the EFA/PRELAC and the Ministry of Education of Mexico (SEP for its Spanish acronym), the 3rd Board Meeting of the Regional Education Project for Latin America and the Caribbean.

At that meeting, participating countries reaffirmed their commitment to provide quality education for all in the region. The provision of quality education and issues related to teachers were confirmed as the key factors in reaching the EFA objectives by 2015. Also, a series of recommendations were developed for the post-2015 educational agenda.

Parallel to the design of the post-2015 education agenda, thematic consultations began in the 2nd half of 2012 and are continuing throughout 2013 on the emerging post-2015 development agenda (which will include

education). This initiative is related to the achievement of the Millennium Development Goals, also by 2015. In this context, close to hundred national consultations will be conducted (9 of them in LAC), along with eleven thematic consultations on conflict and vulnerability; education; environmental sustainability; food security and nutrition; governance; growth and employment; health; inequality; population; energy; and water.

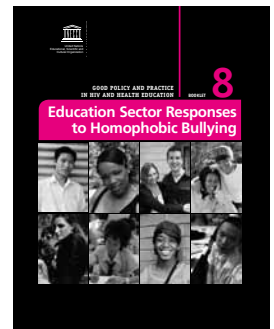
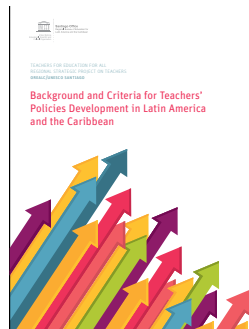
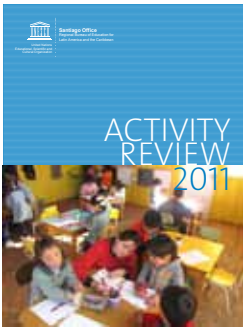
Each issue receives the attention of a group of UN agencies. UNESCO and UNICEF are leading the thematic worldwide consultation on education, with the aim of determining the role of education in the post-2015 development agenda, while considering both EFA and MDGs.

Given the complexity of these processes and the magnitude of the tasks that must be undertaken by the countries, UNESCO, and the UN system, the Regional Bureau has produced a "post-2015" website in English and in Spanish with all relevant information. This website will be periodically updated with information on progress being made regarding these initiatives



© UNESCO / Carolina Jerez. "The Great Drawing for the Right to Education". Santiago, Chile.

Publications



Publications with OREALC/ UNESCO Santiago support



Interview with Nuria Sanz, Head of the Latin American and Caribbean Unit at UNESCO's World Heritage Centre, on occasion of the Final Meeting of the Second Cycle of the Periodic Reporting Exercise for Latin America and the Caribbean.



Interview with Manos Antoninis, Senior Analyst of the EFA Global Monitoring Report 2012.



Interview with Mirna Cunningham, Chair of the United Nations Permanent Forum on Indigenous Issues.



Interview with Alvaro de Vicente, Head of the European Commission's Humanitarian Aid Office for South America. He explains his agency's work and joint actions undertaken with UNESCO.



Interview with Edouard Planche on the illegal trafficking of cultural heritage.

More videos from OREALC/UNESCO Santiago:
www.unesco.org/santiago



Newsletters

Education for All in Latin America and the Caribbean

This bulletin provides an overview of UNESCO activities related to education in Latin America and the Caribbean. Information is provided by the different UNESCO bureaus and institutes in the Region. It also contains summaries of UNESCO's work with member States and with National Commissions of cooperation with UNESCO.



UNESCO's DIPECHO VII Project

Quarterly newsletter of UNESCO's DIPECHO VII Project "Strengthening the Regional Tsunami Early Warning System: Preparations in Chile, Colombia, Ecuador, and Peru."



Latin American Laboratory for the Assessment of Quality in Education (LLECE)

The objective of this newsletter is to keep you informed about the LLECE's latest progress, and on developing events.



"Innovemos" Newsletter and "Temas de Innovemos" of the Regional Network on Educational Innovations

Monthly and quarterly bulletins on educational innovations and inclusive education.



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