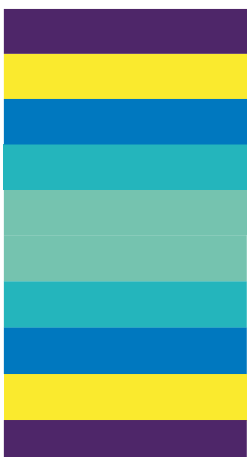




United Nations  
Educational, Scientific and  
Cultural Organization

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

# Annual Report 2015



**UNESCO REGIONAL BUREAU  
FOR EDUCATION IN LATIN  
AMERICA AND THE CARIBBEAN**



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Educational, Scientific and  
Cultural Organization

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FOR EDUCATION IN LATIN  
AMERICA AND THE CARIBBEAN**

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**And the Regional Office for Education in Latin America and the Caribbean**

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# Pre fa ce



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## PREFACE

The past year has seen the transition between completing and reporting on the six “Education for All” targets by 2015, and designing and adopting the 17 Sustainable Development Goals (SDGs) that make up the 2030 Agenda for Sustainable Development.

The Ministerial Declaration of Lima, adopted at a meeting convened by UNESCO in October 2014, identified the key education areas of work to be addressed over the next 15 years by the Latin American and Caribbean region. This was the main input from the region to the Incheon Declaration adopted at the World Education Forum of May 2015. On this occasion, the international community expressed its commitment to the education goal within the SDG framework and entrusted UNESCO to continue its mandated role to lead and coordinate the global education agenda.



In September 2015, the 2030 Agenda for Sustainable Development was adopted at the UN Sustainable Development Summit in New York. Remarkably, the Agenda for Sustainable Development concerns seventeen SDGs. In particular, SDG-4 aims to ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. The Education 2030 Framework for Action (FFA), adopted by 184 Member States in November 2015, during the UNESCO 38th General Conference, guides the implementation of SDG-4.

Thus, in 2015, in line with the implementation of our regional programme and projects, the Office also participated actively in the above-mentioned developments at the national, regional and global levels. It produced technical instruments of high calibre to respond to the challenges that SDG-4 poses in

the region. UNESCO Santiago also disseminated advocacy materials and communication messages around the SDG-4 and its targets, and organised technical events with a view to ensuring a broad, consistent understanding of Education 2030 and its future developments in 2016 and beyond.

More specifically and to mention but a few, the Third Regional Comparative and Explanatory Study (TERCE) was completed and its results released through a series of events and technical meetings. The Regional Strategy on Teachers continued to produce guidelines and policy-oriented papers on teachers and school leaders, recognizing their key role in improving education quality. Disaster risk reduction policies and practices were developed to mitigate the impact of disasters that routinely affect the education systems of the region. Inclusiveness in higher

education was addressed by a scheme that provides opportunities to students from deprived backgrounds with good academic results.

New initiatives have also been launched that concern the design of policy orientations and tools to assist Member States in meeting their commitments by 2030: Global Citizenship Education and its contextualisation to the LAC region; Education for Sustainable Development (ESD) and Technical/Vocational Education and Training (TVET) to address, along with our partners, the pervasive issues of under- and unemployment, and to contribute to reducing inequalities and improving social mobility. This list of accomplishments and new initiatives is not exhaustive, and I invite the reader to learn more about them in the present report. I also take this opportunity to thank all my colleagues for their invaluable support and commitment, their technical contributions, and their focus on results.

The year ahead will see both a consolidation of the results achieved so far, and broader,

more targeted dissemination and use of our results by Member States. It will also see the initial instruments from the initiatives launched in 2015. As importantly, the 2030 Agenda for Sustainable Development is both universal and integrated. This implies being fully aware of the multiple synergies between SDG-4 and other SDGs, and translating these relationships into education policy and practice. And as clearly spelled out in the Lima Declaration, a broad Alliance for Education 2030 is to be set up bringing together all convenors and partners, and all those who are genuinely interested in advancing education in our region.

Jorge Sequeira  
Director  
Regional Bureau for  
Education in Latin America  
and the Caribbean



# Calendar of activities 2016





**September 1-3**

Regional Workshop on Global Citizenship Education Santiago, Chile



**September 8**

International Literacy Day



**September 24**

Workshop on the Management of Agroclimatic observatories Santiago, Chile



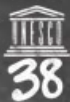
**October 23**

UN Kids – United Nations' 70th Anniversary



**October 29**

Seminar on Memory and Human Rights Santiago, Chile



**November 3-18**

38th UNESCO General Conference



**November 9-11**

Hydrological Draught Workshop Santiago, Chile



**November 24**

Regional Meeting on Technical and Vocational Education Montevideo, Uruguay



**November 26-27**

Regional Experts' Meeting on Adult Literacy and Education Montevideo, Uruguay

**September 3-4**

The impact of Glacier Retreat in the Andes Coordination Meeting



**September 24-25**

MIL Initial Meeting Antigua, Guatemala



**October 5**

World Teacher's Day



**October 24**

United Nations Day



**November 2-6**

XII Education on Special Education and Inclusion Cooperation Session Antigua, Guatemala



**November 4-6**

Regional Workgroup on Health Literacy Quito, Ecuador



**November 16**

UNESCO's 70th Anniversary – International Year of the Light celebration



**November 26-27**

First working session: Teachers and Citizenship Santiago, Chile



**December 1**

World AIDS Day



# Edu ca tion

A blurred photograph of a classroom. In the foreground, the back of a student's head and shoulders is visible, wearing a blue school uniform. In the middle ground, another student in a blue uniform is seated at a desk. In the background, a teacher in a pink top is standing and looking towards the students. The overall scene is out of focus, emphasizing the text overlay.

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© India Picture / Shutterstock.com

# Edu ca tion



## EDUCATION 2030 **AGENDA**

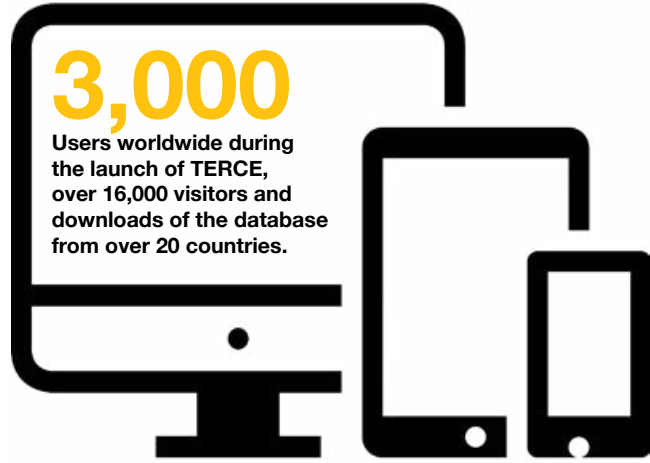
Between 2000 and 2015, Latin America and the Caribbean made more progress than any other region towards achieving the six Education for All goals. However, gaps remain – particularly in education quality and learning outcomes, teacher performance, and the coverage and completion of secondary education. Skills development for the world of work is too often disconnected from the labour market, and greater efforts must be made to manage higher education in a balanced and equitable manner.

The new 2030 Sustainable Development Agenda commits all countries to safeguard and strengthen achievements, and address the remaining challenges. Education is at the heart of this agenda and

interconnects with all the objectives. In the coming 15 years, Sustainable Development Goal 4 on ‘inclusive and equitable quality education and lifelong learning for all’ will drive the work of OREALC/UNESCO Santiago. The conversation will take shape in 2016 in the form of a new Regional Education Programme for Latin America and the Caribbean. In line with the Education 2030 Framework of Action adopted by UNESCO’s Member States (Paris, France, 4 November 2015) and the regional context, this programme is expected to focus on addressing the multiple dimensions of education quality – including learning measurement and teachers – and sub-sectors such as secondary schooling and technical and vocational education and training.

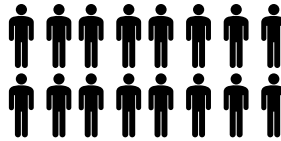
# 4

Volumes from the "Contributions to Teaching" series developed, aimed at teachers and educational communities.



# 3,000

Users worldwide during the launch of TERCE, over 16,000 visitors and downloads of the database from over 20 countries.



# 16

Continuous training and technical support activities with 16 national LLECE coordinators and over 40 regional education ministers and vice-ministers.




## EVALUATION OF EDUCATION QUALITY

Decision-makers rely on data to assess quality and equity in education systems. [The Latin American Laboratory for the Assessment of Quality in Education \(LLECE\)](#), hosted by OREALC/UNESCO Santiago, disseminated and promoted the use of the results of the Third Regional Comparative and Explanatory Study (TERCE) in 2015. Thanks to these efforts, a wide range of stakeholders - including academics and researchers, civil society and private sector companies, governments, schools and cooperation agencies - were equipped with the information to promote change and improvement in education.

Two separate launches focused on progress between the Second and the Third Regional studies (Brasilia, December

2014) and learning achievements (Santiago, July 2015). Teachers were able to apply the findings in the classroom through the publication of practice-oriented volumes on mathematics, reading, writing and the natural sciences. Together with partners, thematic reports on subjects such as ICTs, infrastructure, inequalities, educators and gender improved understanding among researchers and decision-makers of the possible ramifications of the TERCE results for schools and policy-makers. Finally, an [online database](#), as well as regular communication products, ensures that members of the public can access findings, empowering civil society to participate in education decision-making processes.

The TERCE results were presented at more than 10 regional and subregional events, and 7 national data analysis events:

-  ECUADOR
-  NICARAGUA
-  HONDURAS
-  COSTA RICA
-  PANAMA
-  URUGUAY
-  PARAGUAY

**IMPACT ON THE MEDIA OF THE SECOND RELEASE OF RESULTS**

**DOWNLOADS OF TERCE DATABASES PER TYPE OF INSTITUTION (NOV 2015)**

# Edu ca tion

## EDUCATION STATISTICS

The availability of internationally-comparable statistics is essential to building quality education systems and tracking human capital levels.

A substantial part of the work that the [UNESCO Institute for Statistics](#) undertakes in the Latin American and Caribbean region is implemented by a team of specialists based in the UNESCO Regional Bureau for Education in Latin America and the Caribbean in Santiago.

In 2015, the educational statistical capacities of Latin American and Caribbean countries were improved. A regional workshop (Panama City, 30 November-4 December 2015) organized with the support of the Inter-American Development Bank focused on improving data on teachers. Training was also held within the framework of the 2015 Working Group on International Classifications Meeting (San José, 26-27 August 2015) on

the International Standard Classification on Education. Need-based bilateral technical collaboration was also undertaken with Colombia, Ecuador, El Salvador and Paraguay. Finally, as part of a project undertaken with the OECD and World Bank under the PISA for Development initiative, OREALC/UNESCO Santiago assessed the availability and quality of education statistics in Ecuador, Guatemala and Paraguay. This support has improved the understanding of learning outcomes in the countries.

Monitoring the Education 2030 agenda requires indicators. OREALC/UNESCO Santiago contributed to the development of the monitoring framework, including through participation in global discussions and membership in the Technical Advisory Group responsible for making the formal proposal to the UN Member States.



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## TECHNICAL SUPPORT

TO 4 COUNTRIES FOR THE PRODUCTION AND USE OF EDUCATIONAL STATISTICS



**Colombia**  
basic and higher education



**El Salvador**  
students and teachers from basic education, educational financing



**Ecuador**  
basic education



**Paraguay**  
educational financing and higher education

# 35



officers from 19 countries trained on statistical reporting





# Edu ca tion



## LITERACY, YOUTH AND ADULT EDUCATION

Literacy is an integral part of the Education 2030 agenda. OREALC/UNESCO Santiago fostered reflection on the progress made in literacy in Latin America and the Caribbean and the continuing challenges, in particular through the organization of an [experts' meeting](#) (Montevideo, 26-27 November 2015) and the convening of the Executive Committee of the Observatory of Youth and Adult Education in Latin America and the Caribbean. Strategies for the way forward were developed and a joint roadmap agreed on. This roadmap sets out areas for regional collaboration and will inform the new regional platform for the implementation of Education 2030. The Observatory, launched as a regional follow-up to the Sixth International Conference on Adult Education (CONFINTEA VI), consists of an online portal that disseminates qualitative and quantitative information on the advancement of youth and adult education in LAC, integrating and disaggregating information for cross-country comparison within the region.

# Edu ca tion



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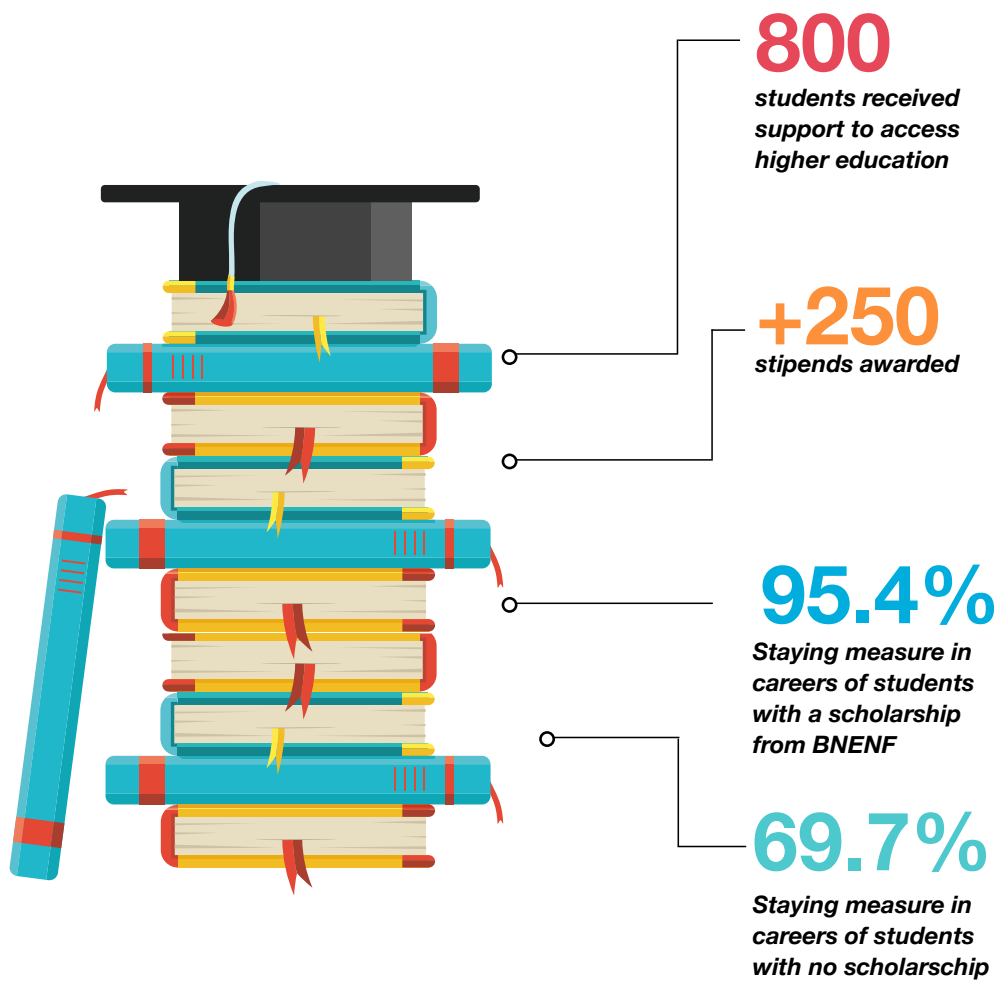
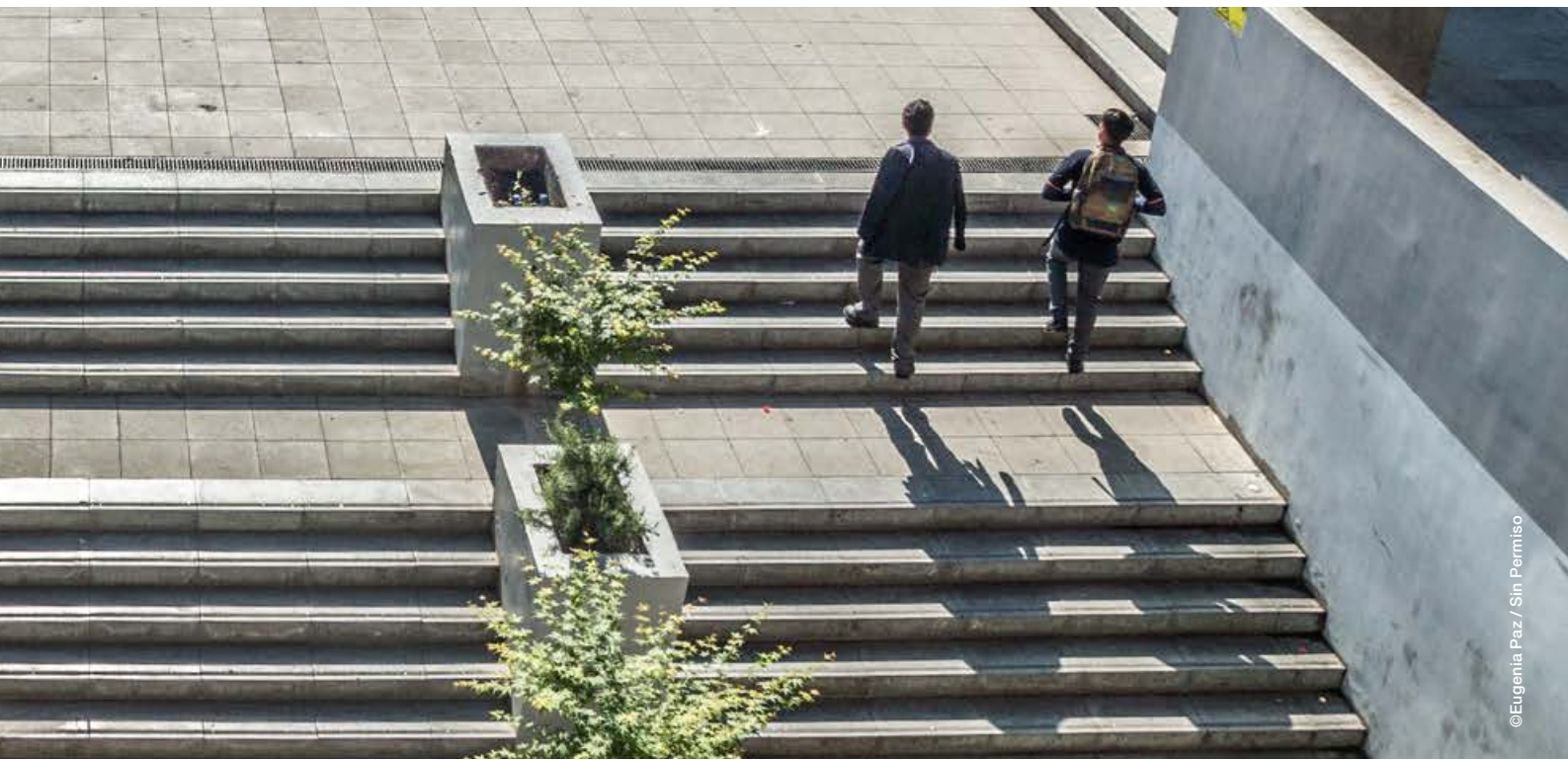
## HIGHER EDUCATION

More than 800 youth people in vulnerable situations accessed higher education thanks to UNESCO's support to the Chilean Network of 'Propedéuticos'. The Network is led by the [UNESCO Chair on Inclusion in Higher Education at the University of Santiago](#).

Sixteen universities in the Network provided courses to prepare the future students for university studies or technical training. This attracted the attention of [Fundación Colunga](#), who then collaborated with the Network on the creation in 2014 of a scholarships programme ("New Hope New Future Scholarships") for talented socially-disadvantaged students. Early results

show that the programme has increased retention rates from 69.7% to 95.4%. This has sparked interest among groups such as Samsung Chile, who are supporting efforts to expand the programme.

At the same time, for the fourth year, young student leaders in general and technical secondary and higher education were trained through the [Diploma on Student Leadership and Rights](#). This Diploma was delivered free of charge together with the UNESCO Chair and with support from [Fundación Educación 2020](#), the [Programme of Inclusive Access, Equity and Retention of the University of Santiago](#) and [Fundación Equitas](#).

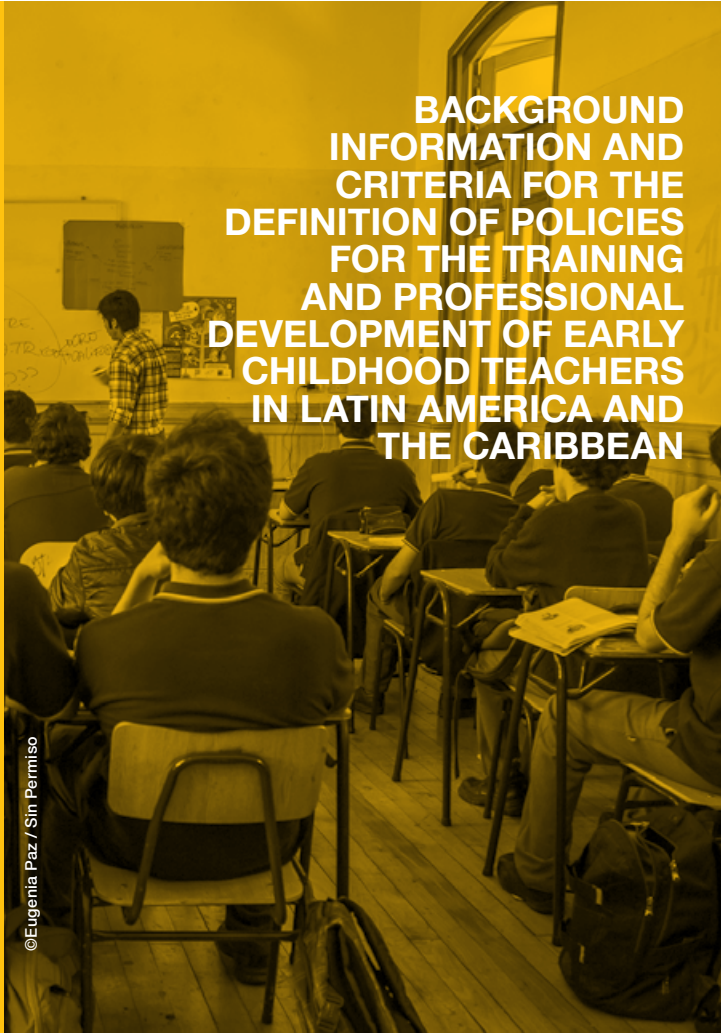


# Edu ca tion

## TEACHERS

Countries were empowered to improve their policies thanks to efforts by OREALC/UNESCO Santiago through its [Regional Strategy on Teachers](#). A wide range of actors were targeted, including governments, teacher unions, universities, teacher training institutions and research centres: for example, policy dialogues were conducted in 209 Chilean communes towards the development of the new national policy on teachers, in close collaboration with the [Ministry of Education](#). Data and

policy recommendations were produced and disseminated through technical publications on key themes such as early childhood teaching, school leadership, teaching careers and pre-service citizenship education and training. These were then used as the basis for guiding Member States (Chile, Colombia, Mexico, Peru) in developing new education policies. The support of the [Spanish Cooperation Agency for Development](#) was invaluable.



### BACKGROUND INFORMATION AND CRITERIA FOR THE DEFINITION OF POLICIES FOR THE TRAINING AND PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD TEACHERS IN LATIN AMERICA AND THE CARIBBEAN

A better understanding of the background, competencies and career progression of early childhood educators will enable Latin American and Caribbean countries to improve their pre- and in-service training. UNESCO Santiago has developed a set of orientation criteria for the definition of policies in this sub-sector, based on an analysis of existing training and professional development policies in Argentina, Brazil, Colombia, Costa Rica, Chile, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, Mexico, Panama, Peru, and Trinidad and Tobago.

This publication is divided into six chapters: context; socio-demographic characteristics of early childhood educators; initial training; ongoing professional development; careers; and finally, criteria and guidelines for policy definition. It will be freely available online from March 2016 and will serve as input to the development of the regional strategy for Education 2030.



## Recommendations for countries are:

- 1** Develop and implement training aimed at strengthening the teaching profession and attracting quality candidates
- 2** Take into account the different development stages of the teaching experience in the training
- 3** Build teaching careers around professional development
- 4** Develop and implement a clear and articulated salary and incentive policy
- 5** Develop valid and agreed systems to evaluate teacher performance
- 6** Establish transparent mechanisms for teacher recruitment

**SPECIALIZED TECHNICAL ASSISTANCE**

for the implementation of the Regional Teacher Strategy recommendations in Colombia, Chile, Mexico and Peru.

**5**

publications developed with the participation of over 20 regional experts.



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## SCHOOL LEADERSHIP

An Experts Committee was created to analyze for the first time the condition of policies that improve school leadership and management in 8 educational systems of the region: Argentina, Ceara (Brazil), Chile, Colombia, Ecuador, Mexico, Dominican Republic and Peru.

# 4

**KEY DIMENSIONS WERE ANALYZED**

The attributions and standards set for management

The existing selection process and evaluations

The working conditions and status of school leaders

The training they receive to do their work

# Edu ca tion

## INCLUSION AND THE RIGHT TO EDUCATION

The full access, retention, participation and learning of all children and young people of school age and beyond requires that institutions and systems be inclusive. OREALC/UNESCO Santiago contributed to promoting inclusive education through a wide range of activities.

The most visible of these was the 12th Days of Educational Cooperation with Ibero-America on Special Education and Inclusion, undertaken together with the Government of Spain (La Antigua, Guatemala, 2-6 November 2015). The directors of special education and inclusive education from the member countries of the Ibero-American intergovernmental network for cooperation for the education of people with special educational needs (RINEE) exchanged knowledge and experiences. This strengthened capacities in the region to reinforce inclusive education systems in compliance with the right to education for all. The groundwork for improved information collection and sharing was also laid through the launch of a [Regional](#)

[Observatory on Inclusive Education](#) (Tegucigalpa, Honduras, 28 April 2015). This joint effort between OREALC/UNESCO Santiago, IIEP Buenos Aires, the UNESCO International Bureau of Education, the Economic Commission for Latin America and the Caribbean (ECLAC), the United Nations Children's Fund, the Organization of Ibero-American States, is hosted by the Campaña Latinoamericana por el Derecho a la Educación.

The role played by civil society in promoting the right to education in Chile between 2006 and 2015 was made visible through support to the publication of "[A Decade of Struggles and Ideas for the Right to Education: the Voice of Social Movements](#)", edited by the Chilean Forum for the Right to Education. Ties with organizations supporting educators were also strengthened, including through the creation of a Roundtable for Technical Exchange with the national federation of public education workers and support to the launch of the Education Commission of civil servants.

**+15**

representatives from the inclusive education management systems of Ibero-American governments analyzed good practices in inclusive education during the 5 days of the RIINEE meeting.

**6**



workshops to improve the Educational Information System in inclusive education in Bolivia.

## FEATURED CASE

# BOLIVIA



The Government of the Plurinational State of Bolivia is eager to have data and indicators on the state of inclusive education and learners with special needs. UNESCO is supporting the country to develop a comprehensive education information system for special needs students. The capacities of the Ministry of Education

staff to design and use indicators for this purpose in educational planning were built through seminars and workshops. It is expected that, at the project's conclusion in June 2016, Bolivia will be well placed to ensure that educational programmes respond to the particular requirements of students with special needs.





# Edu ca tion



## TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The foundations for an active TVET network in Latin America were laid. For the first time, the [TVET community in the region was brought together in a forum](#) (23-25 November 2015, Montevideo, Uruguay). Participants included representatives of governments, regional commissions, international organizations, civil society and academics. The forum – organized as a joint effort by OREALC/ UNESCO Santiago, UNESCO Headquarters, the [UNESCO-UNEVOC International Centre](#) and UNESCO Montevideo – enabled them to share information, experiences, good practices and challenges. The experiences of the Caribbean Member States in designing and implementing a sub-regional strategy for TVET were presented. Preparations for the forum included the carrying-out of a survey on the state of TVET in the region. The forum resulted in the design of an Action Plan that will orient future work in this area.

This new network of TVET decision-makers will enable UNESCO to tailor its action to country needs and promote South-South cooperation in the region.

The key issues to help ICTs improve quality are not related to the kind of device used, the time of use, the software or the digital content but rather to:

**1**  
The vision and skills of teachers, school leadership and decision-makers

**2**  
Better conditions for the use of ICTs in the classroom for learners and teachers

**3**  
Sharing and collaboration among teachers to strengthen the group's expertise



**15** experts

An international group of 15 experts is developing a reference framework for the use of ICTs in the improvement of the quality of education.

## EDUCATION AND INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

In 2015, more than 20 million laptops and tablets were made available to students in Latin America and the Caribbean. But how can we ensure that innovations, and in particular information and communication technologies, are really fostering learning? OREALC/UNESCO Santiago sought to ensure that education programmes and methods are keeping up with the fast-changing societies of the region.

A reference framework for the use of ICTs in education will help policy-makers ensure that

technology serves to improve quality. The framework is being developed by an international group of experts convened by OREALC/UNESCO Santiago that include representatives of governments, academia, other international agencies, research centres and the private sector. In the coming years, this network is expected to contribute to improving the use of ICTs for learning, including through expanding the evidence base and developing technical instruments. At the same time, the UNESCO Teachers' Competencies for

ICTs Framework was updated thanks to the collaboration between OREALC/UNESCO Santiago and the [University Javeriana de Cali](#) (Colombia).

A strategic new partnership was also forged with the [Inter-American Network of Teachers'](#) Education, part of the Organization of American States. This partnership is helping to strengthen the ability of the virtual exchange platform on educational innovation 'Innovemos' to provide technical support to educational systems in the region.

# Edu ca tion

## MEDIA AND INFORMATION LITERACY

Today's world requires familiarity with media and information technology. OREALC/UNESCO Santiago supported efforts to assess literacy in these areas through the development of instruments.

[UNESCO's Global Framework on Media and Information Literacy](#), in particular its 'Tier 2', served as a basis for this work. The Tier 2 indicators measure MIL competencies for individuals, with extra emphasis on current and future educators.

Once a preliminary version of the assessment instruments had been developed and pre-piloted among Chilean teachers, a protocol and online application for the pilot was prepared. Focal points from Brazil, Colombia, Ecuador, Grenada, Guatemala and Honduras were then trained to carry out the tests. The data from the piloting, which should be available by April 2016, will enable countries to tailor their MIL programmes to their specific needs. It is expected that with Latin America and the Caribbean as a springboard, the protocol and instruments will be rolled out globally.





## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

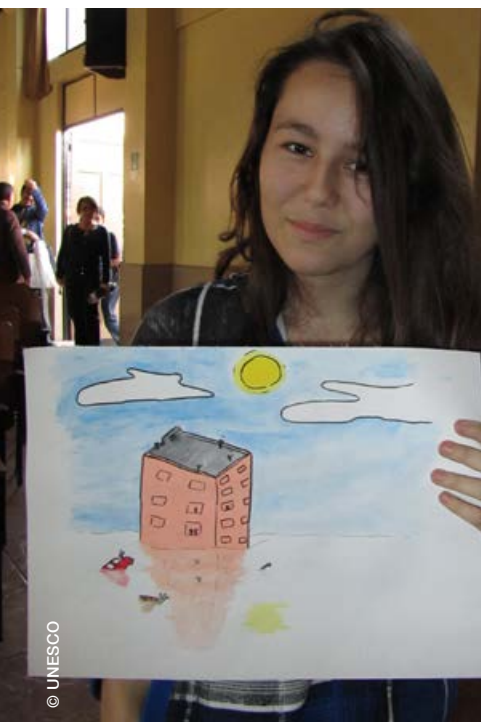
Building on the success of [the United Nations Decade of Education for Sustainable Development \(2005-2014\)](#), UNESCO initiated the [Global Action Programme \(GAP\) on ESD](#). The GAP is supported by a detailed Roadmap that aims to generate and scale up actions to accelerate progress towards sustainable development through education and learning. This includes, in particular, fostering individuals' capacities to contribute to sustainable development, and strengthening the role of education and learning in efforts to promote sustainable development. The GAP is fully aligned with the Education 2030

agenda and the Sustainable Development Goals.

In 2015, OREALC/UNESCO Santiago ensured that stakeholders were fully apprised of the GAP through advocacy at regional meetings, webinars and online discussions. Seven 'lead partners' in Latin America and the Caribbean were identified and are promoting the implementation of the Roadmap. These efforts are being accompanied by country-based actions to integrate sustainable development in education: in Chile, UNESCO supported national efforts to provide environmental certification of schools in line with the 'whole-school approach'.

# Edu ca tion

## EDUCATION FOR DISASTER RISK REDUCTION



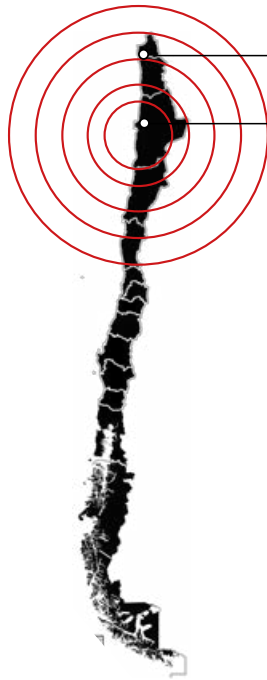
Countries in Latin America and the Caribbean regularly face natural and social disasters with the potential to disrupt education and learning. This danger is accentuated in vulnerable communities. OREALC/UNESCO Santiago supported regional and national efforts to integrate risk reduction in the education sector and develop communities' capacities to respond to emergencies.

With funds from the European Commission, UNESCO spearheaded a consortium with [Plan International](#) and [Save the Children](#) aimed at strengthening disaster risk reduction and resilience through education in the region. Specific actions are being implemented in Bolivia, Colombia, Ecuador, Paraguay and Peru. By the project's end in December 2016, three main results are expected: regional, national and local authorities will be using the global Comprehensive School Safety Framework; universities will better support

disaster risk reduction; and children and young women and men will be empowered to ensure the resilience of their educational institutions and local communities.

Teachers and school leaders in the Chilean regions of Arica and Parinacota and of Tarapacá were supported to foster effective learning environments and risk preparation, with funds from the Ministry of Education. The materials produced for each level of education under this large-scale project, all of which are [freely available online](#), are being used by local actors. Specific tools were made available for use in inclusive education, by teaching assistants and by school leaders, and for life skills development. Forty-eight schools in Atacama were supported to respond to the floods that affected the area in March through a [learning and psycho-social programme](#) undertaken together with the Ministry of Education.

# Support from the Ministry of Education



**120**



schools in Arica y Parinacota affected by the April 2014 earthquake

**48**



schools in Atacama affected by the March 2015 flood



*Drawing from the contest "Students on Tsunami Alert", from UNESCO Santiago*

# Edu ca tion



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## GLOBAL CITIZENSHIP EDUCATION (GCED)

Education systems must foster learners' abilities to assume active roles in building a more just, peaceful, inclusive and sustainable world.

In 2015, OREALC/UNESCO Santiago launched an ambitious new programme to support countries to integrate global citizenship into their education systems. This involves ensuring that GCED principles and approaches are reflected in education and learning policies, contents, practices, environments, and monitoring and evaluation processes and frameworks. Where relevant and appropriate, peace and human rights education should also be addressed and intercultural and multilingual education promoted.

In order to mobilize the region around this topic, [OREALC/UNESCO Santiago brought some 70 experts from 13 countries](#) together to become familiar with UNESCO's approach and tools, take stock of ongoing efforts, pinpoint needs and entry points, and identify next steps (Santiago, Chile, 1-3 September). Thanks to this, Latin America and the Caribbean now has an active network and a regional cooperation agenda that will inform activities in the coming years.



More than **40** experts and members of civil society gathered to set GCED agenda.

Consultation with more than **500** representatives to identify main areas of work in GCED.





# Edu ca tion



20

International group of 20 experts from ALC to review and adapt conceptual frameworks to promote health education

+200

planners and teachers trained in sexuality, gender and HIV education

## HEALTH AND SEXUALITY EDUCATION

Young people in Latin America and the Caribbean are better equipped to deal with issues related to their sexuality and health thanks to support provided by OREALC/UNESCO Santiago. In 2015, the Organization focused on three areas:

The delivery of comprehensive sexuality education was improved through context-based capacity building (Chile, Jamaica, Caribbean), the strengthening of existing programmes (Caribbean), the development and testing of new tools and

resources (Caribbean) and the documentation of innovative practices. Decision-makers were better informed on the extent of homophobic and transphobic violence in schools thanks to a dedicated report, and steps were taken to address this challenge for education through the publication of a teachers' manual. UNESCO also contributed to improving information, good practices and advocacy tools on health literacy through leading the Regional Working Group on Education and Health for Sustainable Development.

The teaching community was able to access state-of-the-art tools for gender mainstreaming in teacher training and teaching respect for all thanks to the regional adaptation of key documents and instruments by OREALC/UNESCO Santiago. Understanding of substance use among young people in Latin America and the Caribbean was also strengthened with the publication of data and information in the form of a regional report.



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## HOLOCAUST EDUCATION

The lessons of the Holocaust and crimes against humanity in general must not be forgotten. Taking into consideration the specific contexts and interests of Latin American and Caribbean countries, UNESCO launched a regional network of focal points for education on the history of the Holocaust and other genocides in 2014. The Network currently brings together Argentina, Chile, Costa Rica, El Salvador, Guatemala, Paraguay, Peru and Uruguay. [Its second meeting](#) (Santiago, Chile, 29-30 July) was orga-

nized in partnership with the Ministry of Education of Chile with additional financial support from the Government of France. Participants were apprised on the status of curricula internationally, shared information on national policies and practices, and proposed regional initiatives. The capacities of member countries of the Network were then developed through an [intensive training seminar at Yad Vashem](#) (Jerusalem, Israel, 11-15 October) organized in cooperation with UNESCO.

# Natu ral Scien ces



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# Natural Sciences

## NATURAL SCIENCES

Water resources are better managed in the region thanks to activities undertaken by OREALC/UNESCO Santiago with the support of the Government of Flanders (Belgium). The 2014 launch of a regional monitor in collaboration with Princeton University and the International Centre for Integrated Water Resources Management to identify flood and drought hazards was followed in 2015 by continued development of national observatories in Chile and Peru. More than 650 scientists and decision-makers using agro climatic information were capacitated to use these tools.

Policy development is being steered away from crisis management towards drought risk management and forecasting. OREALC/UNESCO Santiago contributed to the improvement of groundwater and early warning monitoring through a training project launched in collaboration with the Chilean Ministry of Agriculture and the British Council. Professionals from eight pilot countries (Argentina, Bolivia, Chile, Colombia, Costa Rica, Honduras and Peru) were

trained in the application of near-term climate scenarios to assess water resource vulnerabilities at a workshop (Cartagena, 30 June-3 July 2015). This led to the development of national projections on a range of different water resource challenges. The Central Andean region faces particular drought challenges; decision-makers were therefore trained on the use of existing instruments and recent research findings ([Santiago, 17-20 November 2015](#)).

Adaptation strategies must also be designed, for example as regards glacier melt. In September 2015, OREALC/UNESCO Santiago therefore strengthened an international multidisciplinary network to improve understanding of the vulnerabilities, opportunities and potential for adaptation in the Andes of glacier retreat. This network brings together more than 50 partners from 12 countries, who have identified activities for the coming years aimed at strengthening linkages between science and policy-making.



*Workshop on Drought Management in the Andean Region*

© UNESCO



**7**

pilot projects in the region to identify the impact of climate change on water resources



**+650**

researchers and public policy-makers



**17**

courses of the agriculture climate observatory

# Communi- cation and infor- mation



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# Communi- cation and infor- mation

## PROTECTION AND PROMOTION OF FREEDOM OF THE PRESS THROUGH COMMUNITY RADIO

11 

Support for the development of 11 community radio stations in the regions of Santiago and Atacama

Seeking to protect and promote cultural heritage in Chile alongside increasing social access to media and media development, OREALC/UNESCO Santiago contributed to the development of two community radio stations. The stations were developed in the premises of cultural centres in Santiago, with the assistance of the municipal authorities, and are fully run and operated by the community.

[They were inaugurated in August 2015](#) and transmit their own content five days a week. Their emphasis is on the preservation of the cultural heritage of the communities. The operators and

producers were trained by experts from the World Association of Community Broadcasters in the development of content and the operation of the radio. Their capacities as interviewers and announcers were strengthened, and they now prepare full radio shows that include the history of local traditions, the transformations of the neighborhoods, the story of historical buildings and interviews with local artists and performers.

The programmes also raise awareness on the importance of protecting local heritage and the relevance of World Heritage sites.

## RAISING AWARENESS OF THE SAFETY OF JOURNALISTS

The safety of journalists was debated by over 200 experts at a seminar organized by OREALC/UNESCO Santiago to commemorate the International Day to End Impunity for Crimes against Journalists celebrated on November 23. The Latin American dictatorships of the last century – and the need to preserve the documentary heritage of those regimes – provided a backdrop for this important discussion.

## INTERNATIONAL YEAR OF LIGHT

Chilean children were more aware of the importance of developing and promoting sustainable technologies thanks to the organization of a drawing contest on the International Year of the Light. Hundreds of drawings were received, with the celebration of the winning submissions timed to coincide with UNESCO's 70 anniversary.



# Cul

# tu re



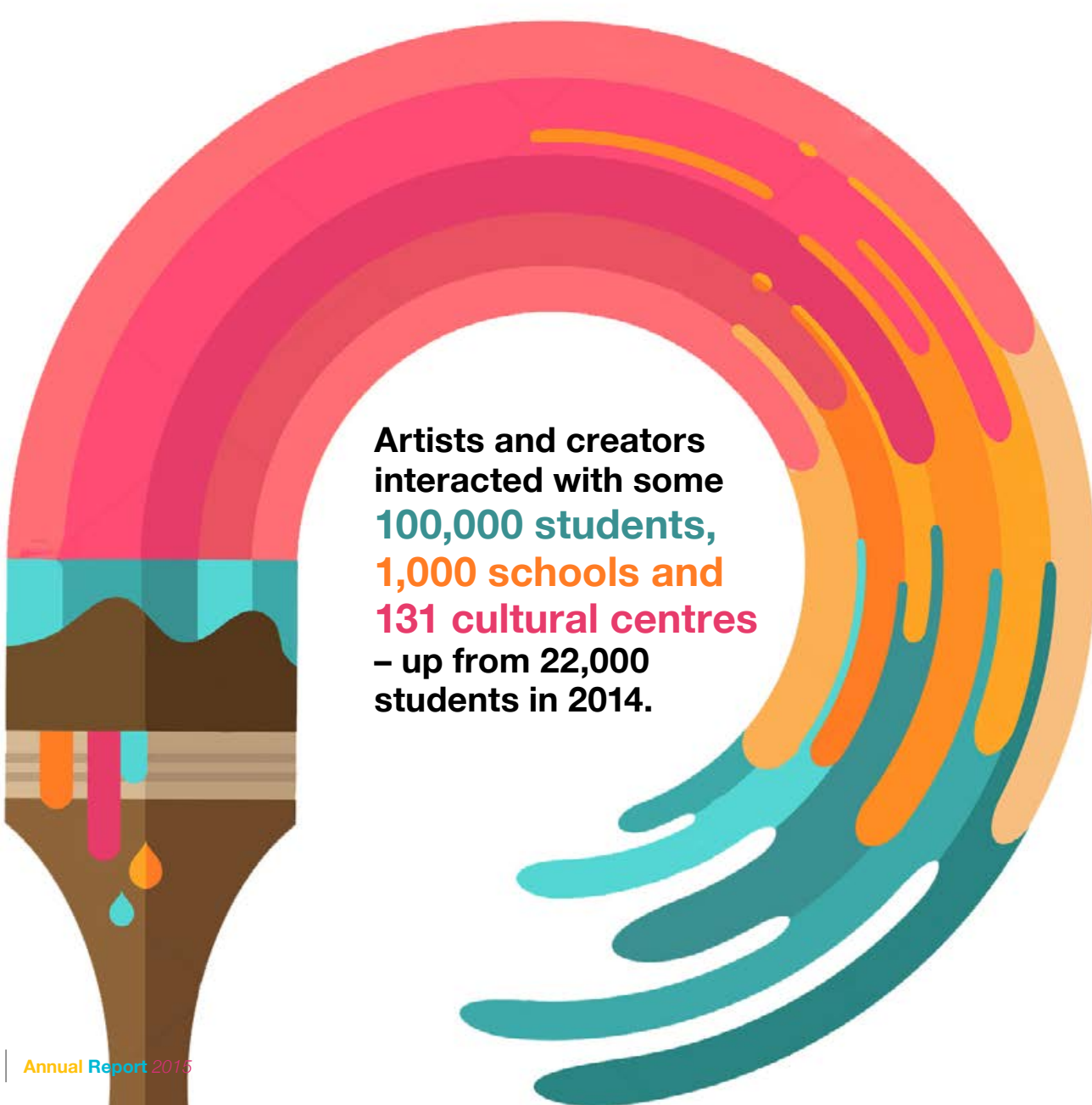
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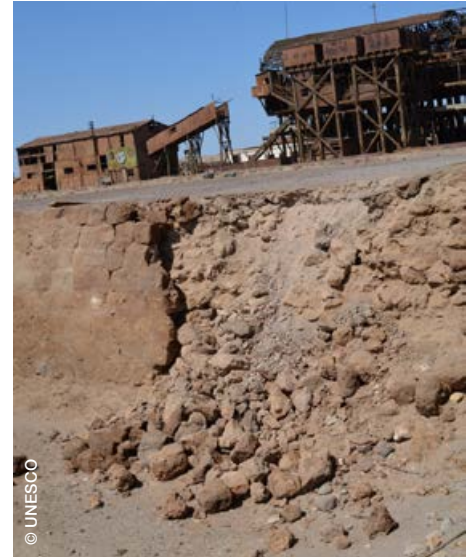
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## ARTS EDUCATION WEEK

Students' capacities to express themselves and improve their learning was developed through Arts Education Week. Chile is one of the few countries in the region to celebrate the Week. In 2015, the third edition of the Week took place country-wide, with over 1,000 schools and 131 cultural centers participating. Artists, artisans, performers and creators interacted with some 100,000 students, a significant increase since the 22,000 of 2014.



**Artists and creators  
interacted with some  
100,000 students,  
1,000 schools and  
131 cultural centres  
– up from 22,000  
students in 2014.**



Over  
**40**

**writers and artists  
from the region  
participated in in-  
depth interviews as  
part of the "Vuelan  
las plumas" project**

## **“VUELAN LAS PLUMAS”**

The quality of cultural journalism is often impeded by lack of skills and production resources. The capacities of journalism students on cultural subjects were developed thanks to support provided by OREALC/UNESCO Santiago to radio show and news website [“Vuelan las plumas”](#). Interviews with more than 40 writers and artists in the region were recorded, edited and disseminated by university and community radio stations, who often do not have the resources to produce their own content.

## **HUMBERSTONE AND SANTA LAURA WORLD HERITAGE SITES**

Interventions for 36 damaged buildings were designed and emergency reparations carried out on the World Heritages Sites of Humberstone and Santa Laura after the 2014 earthquakes thanks to support from OREALC/UNESCO Santiago to the Corporación del Salitre alongside the [National Council for Monuments of Chile](#). This work laid the ground for a more complex analysis that will deepen the interventions and enable these sites to be removed from the Endangered Heritage list. Emphasis was placed on preserving the authenticity of the sites and taking into account potential earthquake risks in the future. Historical background documents and photographic registries were also prepared for each, widening understanding of their social, cultural and political importance in the 19th and 20th centuries.

# International Cooperation

The implementation of the Education 2030 agenda will require readiness, experience, additional capacities and tools. It will also necessitate enabling strategies, including multi-stakeholder partnerships and coordination.

International cooperation and effective and inclusive partnerships have been – and will continue to be – key components of UNESCO's strategy for implementing Education 2030.

OREALC/UNESCO Santiago highly appreciates and wishes to acknowledge the contribution of its many supporters and partners in achieving its objectives:

- Ministries of Education and educational institutions of Latin America and the Caribbean countries that entrusted development projects to the Office
- Spanish Cooperation through its Agency for International Cooperation (AECID) and the Spanish Ministry of Education, Culture and Sports
- United Nations Children's Fund
- Inter-American Development Bank
- European Union Humanitarian Aid department's Disaster Preparedness Programme (DIPECHO)
- National and regional civil society organizations
- Joint United Nations Programme on HIV/AIDS
- Organization of American States
- Programme for Inter-American Dialogue
- Government of Flanders, Belgium
- British Council
- German International Cooperation
- Colunga Foundation
- Santillana Foundation
- Samsung

Every year OREALC/UNESCO Santiago welcomes interns from around the world. In 2015, the Office benefited from various internships made possible through the Carlo Schmidt Programme (Germany), the Government of Flanders, the George Washington University (USA).

# Inter-Agency Work

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

The purpose of the UNDG LAC is to enhance the coherence of the UN System at regional level and to support the UN Country Teams in programming, communicating and delivering as one in their respective countries. The UNDG LAC addresses pressing issues and supported development, environmental and humanitarian priorities for the achievement of the Millennium Development Goals up to 2015. It also supported countries and sub-regional and regional institutions in fully participating in and contributing to the consultations on the design of the new Sustainable Development Agenda, and will continue to provide various level of support to the future implementation of Agenda 2030.

One of the specific tasks of the UNDG LAC is to assist UN Country Teams (UNCTs) in their strategic programming and in the design and implementation of UN Development Assistance Frameworks and ensuing joint programming. This assistance is operationalized through the Peer Support Group (PSG), which works directly with the UNCTs.

Two specialists of OREALC/UNESCO Santiago are members of the PSG, whose members are trained systematically on normative frameworks, tools and priority areas for the region, thus acting as resource persons for the UN teams in the region whenever requested.

In 2015 OREALC/UNESCO Santiago actively participated in the development of the Caribbean Multi-Country Assessment, leading to the formulation of the Multi-Country Sustainable Development Framework (UNMSDF), as well as in backstopping the development of various UNDAFs to be rolled out in the region.

The Director of OREALC/UNESCO Santiago is co-chair of the Regional Working Group on HIV and AIDS and member of the Regional Working Group on post 2015.

OREALC/UNESCO Santiago participates in several Interagency Working Groups at regional level, namely the Interagency Working Group on Indigenous People, the Interagency Working Group on Child Labour, the Interagency Working Group on Social Protection, and the Interagency Working Group on UNDG LAC Initiatives in the Caribbean.

OREALC/UNESCO Santiago is an active member of the

UN Country team in Chile and regularly participates in relevant activities planned and undertaken within the framework of the current UNDAF 2014/2018.

In 2015 the UN celebrated its 70th anniversary, and OREALC/UNESCO Santiago fully participated in the commemoration activities, with a specific organizational role in the UN Kids event, which gathered over 100 children from different social backgrounds in the ECLAC facilities in Santiago to raise awareness of the importance of the work of the UN agencies present in Chile.

OREALC/UNESCO Santiago is a member of the following interagency groups:

- Interagency group on Operation Management (OMT)
- Interagency Communications Group, mandated to disseminate the information on and increase the visibility of the actions undertaken by the UN agencies in Chile, and led the celebrations of the 70th anniversary of the UN;
- Indigenous peoples (GIRPI), focused on the rights of the indigenous peoples;
- Interagency Group on HIV & AIDS and Human Rights, mandated to give coherence and national relevance to the gender-related activities of the UN agencies



# List of acro nyms

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

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

# Publications 2015



Reporte Anual de Resultados 2014



Temas Críticos para Formular Nuevas Políticas Docentes en América Latina y el Caribe: El Debate Actual



Educación y Desigualdad en América Latina: Aportes para la Agenda Post-2015



Tercer Estudio Regional Comparativo y Explicativo (TERCE): Antecedentes Iniciales



Recomendaciones de Políticas a partir de los Estudios de Factores Asociados del TERCE



Tercer Estudio Regional Comparativo y Explicativo (TERCE): Logros de Aprendizaje



Tercer Estudio Regional Comparativo y Explicativo (TERCE): Primer Informe de Resultados



Tercer Estudio Regional Comparativo y Explicativo (TERCE): Factores Asociados



United Nations  
Educational, Scientific and  
Cultural Organization



**Santiago Office**

Regional Bureau for Education in  
Latin America and the Caribbean