Annual Report 2016

UNESCO Regional Bureau for Education in Latin America and the Caribbean
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Welcome to the 2016 Annual Report of UNESCO’s Regional Bureau for Education in Latin America and the Caribbean.

The year was a critical one for the international development community. With the adoption of the Sustainable Development Agenda by the United Nations General Assembly in September 2015, we entered a new era. The inter-sectoral character of the Sustainable Development Goals (SDGs) offers up fresh opportunities for UNESCO, allowing us to bring our expertise to efforts in a wide range of areas across the policy spectrum. At the same time, the vision of quality lifelong learning embedded throughout the Goals, and in particular SDG 4, is firmly aligned with UNESCO’s human-centred and integrated approach to education and learning. In Latin America and the Caribbean, we are supporting Member States to adopt and implement this perspective in their plans, policies and programmes through sharing of knowledge and experiences. The context of the region – with its diversity of peoples, cultures and languages, its thriving civil society organizations and commitment to human rights, and its vulnerability to natural disasters – makes UNESCO’s contribution particularly relevant. Looking back at 2016, the year was particularly focused on the consolidation of achievements made in key areas such as assessment of learning outcomes and technical and vocational education and training, together with actions to establish the mechanisms for implementing the Education 2030 Agenda. The Bureau’s joint efforts with governments and other partners, after the natural disasters that occurred in Chile and Ecuador during the year, demonstrated our capacity to support the education sector following emergencies.

2016 ended with the departure of Director Jorge Sequeira after eight years at the helm of the Regional Bureau. The energy Jorge brought to steering the actions of the Bureau was evident to all who met him. Eager to showcase the talents and opportunities found in the region, Jorge set a new standard for management in the Bureau that, thanks to his efforts, has extended its influence, increased its efficiency, and built productive alliances with national and regional partners.

Cecilia Barbieri
Director a.i.
Regional Bureau for Education in Latin America and the Caribbean
07.06 First session: Workshop on Cultural and Citizen Journalism. Santiago, Chile.

13.06 60 years of the Association of Journalists / Ibero-American Congress of Journalism. Santiago.

14.06 Second session: Workshop on Cultural and Citizen Journalism. Santiago, Chile.

17.06 International Working Group ICT and learning. Santiago, Chile.

21.06 Third session: Workshop on Cultural and Citizen Journalism. Santiago, Chile.

28-29.06 Subregional workshop on puberty education. Antigua, Guatemala.

30.06-01.07 CONFINTEA VI Sub-regional follow up meeting for the Caribbean. Montego Bay, Jamaica.

09.09 1 Open Forum of Sciences Latin America and the Caribbean, CILAC 2016. Montevideo.

01.12 World AIDS Day.

09.09 International Day of the Right to Information.

05-07.12 DIPECHO Closing Workshop “More education, less risk”. Bogota, Colombia.

16.11 UNESCO Colunga Fellowship Training Seminar. Santiago, Chile.

06.10 Seminar Bases for Educational Transformations in Latin America and the Caribbean. Santiago.

07-11.11 RINEE Inclusive Education Conference. Antigua, Guatemala.

05.09 Seminar: International Day for the Universal Access to Information. Santiago.

05.10 World Teachers’ Day.

06.09 Regional launch of the Global Education Monitoring Report. Launch: Medellín, Colombia.


06-09.09 Regional conference on climate change vulnerability assessment. San José, Costa Rica.

16-19.08 XXXV Meeting of National Coordinators of LLECE and International Conference Panama.

17.10 UNESCO Colunga Fellowship Training Seminar. Santiago, Chile.

17.10 Launch of the Chilean Heritage Map. Santiago.


05.10 First Social Actors Debate. Workshops on the meaning of education towards 2030. Santiago.
ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
In the lead-up to the regional meeting of ministers of Latin America and the Caribbean to be held in January 2017, education stakeholders and actors across the region reached agreement on key issues for the Sustainable Development Goal 4—Education 2030 agenda, including teachers, gender equality, quality education and learning assessments, among others. This was achieved through policy dialogues and knowledge exchange opportunities organized by UNESCO Santiago (e.g. “Promoting gender equity and equality in Education 2030” meeting, 5 April 2016, Santiago; “Teaching and learning in the E2030 agenda, Santiago, 9-11 August 2016), supported by knowledge produced by the Latin American Laboratory for the Assessment of the Quality of Education (LLECE) and the UNESCO Institute for Statistics.

In order to support the policy advances made and ensure sustained commitment to the E2030 agenda, UNESCO Santiago launched a communications campaign “E2030 Education transforms lives”. This campaign was accompanied by more than 40 presentations made on the subject across Latin America and the Caribbean as well as the regional launch of the Global Education Monitoring Report 2016 (Medellín, Colombia, 6 September).
Teacher training and policy are essential components of quality education, and a gender perspective is critical for both. Using recently published UNESCO guidance on *Gender Mainstreaming in Teacher Policy and Practice*, regional experts on both teachers’ issues and gender came together to review the Spanish translation of the Guidance in detail, and adapt its many recommendations and practical suggestions for use in Latin America and the Caribbean. Gender equality—a continuing challenge in the region—in teacher education contributes towards the formation of quality teachers by strengthening the teaching profession and ensuring that girls and boys, women and men are treated equally, with equal access to learning opportunities.
Thanks to collaboration between ministries of education, national statistical offices, and the UNESCO Institute for Statistics and its team of specialists based in the Regional Bureau, policy-makers have access to comparative statistics on the state of education across Latin America and the Caribbean. In 2016, a regional diagnosis outlining the state of national education information systems and their ability to respond to the demands of the 2030 Agenda was developed, based on reports produced by countries. This will play a key role in the design of actions to improve national statistical capacities.

The team also ensured that the regional perspective was reflected in global debates and discussions on SDG 4 – Education 2030, such as the work of the Technical Cooperation Group – which seeks to achieve consensus on the indicators for monitoring progress towards the targets – and the Global Alliance to Monitor Learning, which identifies measures to improve learning outcomes.

A network of specialists from 11 countries on higher education statistics, established together with the Organization of Ibero-American States, adopted a manual of indicators (the Lima Manual). This manual will enable decision-makers to identify the gaps in statistical knowledge requiring reinforced efforts.

UNESCO contributes to the development of reliable indicators and statistics for the development of public policies.
Latin America and the Caribbean suffers from extreme levels of violence, with the highest rates of homicide in the world. Education systems are impacted, striking at the right to quality education for all. For this reason, UNESCO Santiago in collaboration with Fundación Semilla developed a project aimed at supporting countries to create a culture of peace and non-violence through safe school environments. In the initial phase, actors such as civil society representatives, teachers and students in Central America (El Salvador, Guatemala, Honduras) were chosen to pilot the testing of a pedagogical instrument that works with learners on emotions, empathy and diversity. In the next phase, focus will be placed on improving teachers’ capacities to respond to school violence through pre-service training and the incorporation of Global Citizenship Education in curricula.
LITERACY, YOUTH AND ADULT EDUCATION

Literacy specialists and policy-makers had access to updated knowledge on literacy in Latin America and the Caribbean thanks to the consolidation of the Regional Observatory of Education of Young People and Adults undertaken by UNESCO Santiago together with its partners, including the UNESCO Institute for Lifelong Learning. The Observatory draws together information from throughout the region, establishing parameters for the generation, analysis and comparison of data, and facilitating cooperation and coordination between Member States. UNESCO Santiago also ensured the visibility of the many actions being undertaken by actors across Latin America and the Caribbean at key international events, such as the CONFINTÉA Brazil + 6 meeting (25-26 April). Special emphasis was given to developments in the Caribbean, which were highlighted at the Sub-regional Follow-up Meeting to CONFINTÉA VI, at which an Action Plan was adopted.
The Convention on the Rights of Persons with Disabilities celebrated its 10th anniversary in 2016. To mark this milestone, the 13th annual Days of Educational Cooperation with Ibero-America on Special Education and Inclusion, organized together with the Government of Spain (La Antigua, Guatemala, 7-11 November), focused on strengthening the capacities of technical ministry staff in implementing the Convention. The Days also further promoted an inclusive education perspective in the policy agenda of the region, building on the efforts made by the Observatory of Inclusive Education supported by UNESCO Santiago and its partners. Stakeholders were apprised of the latest research and empowered to promote inclusive quality education for all, through the publication of studies and communications materials.

The E2030 agenda seeks to ensure access to a quality education for all
**EDUCATION AS A PUBLIC GOOD**

One of the principles of the New Agenda 2030 is to strengthen education as a public good. In order to strengthen the role of the State in guaranteeing the right to education, technical exchange work on the challenges at the governance level was carried out with the Federación Nacional de Trabajadores Públicos de la Educación (FENADEUP – a national federation of public workers related to education). Their main conclusions were communicated in a publication (*The public education sector: key factor in the Right to Education 2030*) and disseminated at an event held together with the National Association of Public Employees (ANEF, January).

**THE MEANING OF EDUCATION**

Most social actors, especially young people, have criticized the lack of meaning of education today. To respond to this concern, UNESCO Santiago organized a regional workshop (October) for teachers’ organizations, social movements and intellectuals in collaboration with the Chilean Observatory of Education Policy (OPECH) of the University of Chile, the CLACSO “Estado en América Latina: rupturas y restauraciones” Working Group, the Instituto de Estudios de América Latina y el Caribe (IEALC) of the Universidad de Buenos Aires, with the support of the Council of Popular Education in Latin America and the Caribbean. The report of the event (*Different meaning, common places: Education towards 2030*) calls on stakeholders to recognize the diversity of our region, to create more and better spaces for participation and to embed education in the reality of local communities.

**TEACHERS**

In order to guarantee teachers’ organizations’ role in the process of regionalizing Agenda 2030, meetings were held to bring them together and obtain feedback. Presentation meetings were then held with the team of the new Board of Directors of the Colegio de Profesores de Chile (a teacher organization) and with the Education International coordination bureau for Latin America and the Caribbean, both in Chile. On its 50th anniversary, the 1966 Recommendation concerning the Status of Teachers was also commemorated through a reprint together with the ILO Regional Office for Latin America and the Caribbean in Peru.
LIFELONG LEARNING
In order to progress in the development of the lifelong learning perspective as set out in the new Agenda 2030, supported by UNESCO Santiago, the Chilean artist Gonzalo Vargas’ exhibition is composed of more than 30 photographs that systematize a range of experiences of community education. In the framework of World Literacy Day and the 10th Paulo Freire International Forum, this exhibition was launched at the Universidad de los Lagos and later published (Poblacionaula: experiencias comunitarias de autoeducación) by the Council of Popular Education of Latin America and the Caribbean (CEAAL) and the Editorial Yachachinakuy.

YOUTH IN LATIN AMERICA
More and more young people are excluded from school due to material factors but also because of their rejection of traditional teaching and education. The Consultation “Tell them what you want to learn” was designed within the framework of the regionalization of Agenda 2030, and drew the participation of more than 60,000 young people from the region. Actors in the region also contributed, such as: the Latin American Network of Education Portals (RELPE), Education International (IE–AL), the Latin American Campaign for the Right to Education (CLADE) Social Solidarity, Teach for All (TFA) and the World Association of Community Radios Broadcasters (AMARC), Semilla Foundation, Virtual Educa, ECLAC Youth Observatory for Latin America and the Caribbean (JUVELAC) and the International Institute for Educational Planning (IIIEP). A workshop on youth, learning and curriculum transformations in Latin America and the Caribbean was organized (October), for academic, social and state actors to identify shared challenges at the curricular level.

SUPPORTING EDUCATIONAL COMMUNITIES IN EMERGENCY SETTINGS
The Radios escolares de Atacama (Atacama School Radios) initiative of Mineduc (Chile), which helped to rebuild communities after floods occurred in March 2015 in northern Chile, was closed in January 2016. Students from the Atacama region learned the radio technique to make their voices heard and thereby contribute to this reconstruction and to generate the active participation of young people in the community dialogue. As of today, 12 radios have been created in this project.

INCLUSION
More than 20,000 children and young people in the region are learning in hospital classrooms. The Latin American and the Caribbean Congress of Hospital Classroom Network (REDLACEH) was held (Santiago 29–30 September). This is an organism that brings public and social actors together in this area in most of the Latin America and the Caribbean countries, looking for innovations, changes and guaranteeing rights.
UNESCO strengthened understanding of the right to education among institutional stakeholders through regional and national events that placed education at the centre of the agenda to develop a society based on social justice for all, with special attention to migrant and indigenous populations. Policy-makers were also equipped to improve the ability of education systems to foster quality learning for all thanks to the work of the Latin American Laboratory for the Assessment of the Quality of Education (LLECE) in analyzing the outcomes of educational systems across the region based on evidence. Close collaboration with governments was vital in creating spaces for open and constructive dialogue between researchers, policy-makers and social leaders.
EDUCATION QUALITY
LATIN AMERICAN LABORATORY FOR ASSESSMENT OF THE QUALITY OF EDUCATION (LLECE)

19 countries will participate in the Fourth Regional Comparative and Explanatory Study of LLECE

Through the Latin American Laboratory for the Assessment of the Quality of Education (LLECE), based at UNESCO Santiago, the Organization equips governments with the data and knowledge to improve the quality and equity of their education systems. In 2016, over 1,000 education sector staff – including ministers, stakeholders and educators – developed their understanding of key trends and challenges through the dissemination of the Third Regional Comparative and Explanatory Study (TERCE) at meetings and workshops (e.g. 1st Regional Meeting of Mathematics, El Salvador, December, organized with the Japan International Cooperation Agency: Educational Evaluation for the Design of Programmes and Policies in the E2030 Agenda meeting, Colombia, May, organized together with the Spanish Agency for International Development/AECID; Meeting on Teaching and Learning in the E2030 Agenda – Policy Dialogue, Chile, August).

This process was supported by publications such as Contributions to Teaching – one of UNESCO’s most downloaded publications at global level – as well as analyses made using the TERCE results, such as the Education Policies Recommendations, four thematic reports (gender, teachers, infrastructure, immigrants), and a technical report.

Recognizing the importance of intra-regional cooperation and knowledge sharing, UNESCO Santiago consolidated networking between countries on quality education and assessment. In 2016, four countries reintegrated the LLECE: Bolivia, Cuba, El Salvador and Venezuela – demonstrating governments’ positive perception of its value and bringing the total number of member countries to 19 (all Spanish-speaking countries and Brazil). In order to facilitate this process, National Coordinators were brought together to discuss the implementation of the Fourth Regional Comparative and Explanatory Study, ERCE 2019 (Panama, August; Argentina, November). As part of this process, an ‘induction seminar’ (November, Bolivia), organized together with the Ministry of Education of Bolivia, equipped national evaluation partners of ten regional countries with an understanding of the methodology and principles of the LLECE and its studies on learning outcomes.
2016 saw the implementation of the fourth stage of the Regional Strategy on Teachers. Based on the progress made during the previous three stages, UNESCO Santiago together with the Centre of Comparative Educational Policies of the Universidad Diego Portales deepened the knowledge base on pre- and in-service teacher training in the region, with the aim of strengthening their ability to effectively foster twenty-first century skills among learners. Curricula, career development strategies and learning assessments – taking into account the needs of marginalized and vulnerable groups – were the focus of publications that were disseminated widely and accompanied the organization of debates and technical events.

**Teachers** are the most influential factor determining **equity**, **access**, and **quality** in education, and represent the key to sustainable development of the planet.
Policy-makers and higher education actors benefited from knowledge and capacity development opportunities made available by UNESCO Santiago in support of the efforts made by the International Institute for Higher Education in Latin America and the Caribbean (IESALC). Placing particular emphasis on subjects of demonstrated importance to the region such as inclusion with quality, interculturality, and the strengthening of the UNESCO Chairs and inter-institutional alliances, the Regional Bureau worked together with the UNESCO Chair on Inclusion in Higher University Education to train learners on leadership and rights, and publish and disseminate reports on access and inclusion. The success of the bursary programme based in Chile and supported by UNESCO Santiago led to its replication in other countries of the region.
ICT IN EDUCATION

Information and communication technologies (ICTs), which cross territorial borders, are a reality in today’s world and can be an opportunity to open up learning spaces outside of the classroom and hours. Our education and learning systems must not ignore – or, even worse, fight against – them: on the contrary, we must seize the chance to better connect with students’ lives, interests and expectations. At the same time, education actors must seek to ensure that the introduction of ICTs is accompanied by comprehensive measures to ensure equity, quality and cost-effectiveness – and place technology at the service of pedagogy, rather than the other way around.

Media literacy is among the twenty-first century competencies linked to ICTs that is essential for navigating complex social relationships and ensuring informed democratic participation. In 2016, UNESCO Santiago delivered the preliminary findings of a pilot project to test a pedagogical instrument undertaken the previous year with more than 7,600 teachers in six countries of the region: Brazil, Colombia, Ecuador, Grenada, Guatemala and Honduras. Presented at the Global Media and Information Literacy Week feature event (November, Sao Paulo) the project methodology and findings were well-received by the over-500 participants, who appreciated the focus on teachers. Based on the success of the pilot, the Regional Bureau will now explore the possibility of implementing the instrument regionally.

UNESCO Santiago also supported teachers to deliver quality higher education through ICTs by promoting a regional competency standards framework for ICTs together with the Pontificia Universidad Javeriana de Cali. This was accompanied by the development and dissemination of a publication on the evidence-based use of digital technologies to improve learning outcomes.
Technical and Vocational Education and Training

The network of TVET actors established in 2015 was expanded to include Caribbean members, through the creation and convening of a group of experts (5–6 May, Santiago). The experts provided input towards the development of a UNESCO Position Paper on TVET in LAC (to be published in 2017), in the form of data, case studies and experiences from throughout the region.

The Position Paper sets out the current state of TVET in the region as well as shared challenges among countries, and identifies guiding principles and proposals for supporting the achievement of the TVET targets in the Sustainable Development Goal 4—Education 2030 agenda. The findings garnered significant interest when they were presented at international and national TVET fora bringing together policy-makers, heads of institutions, trainers and learners.
In 2016, UNESCO Santiago continued to coordinate the regional contribution to the implementation of the Global Action Programme (GAP) on Education for Sustainable Development (ESD), raising awareness among key stakeholders and promoting sustainable lifestyles in Latin America and the Caribbean through inter-agency collaboration.

Disaster risk reduction and management are central to ESD in the region. In 2016, UNESCO spearheaded a consortium with Save the Children and Plan International aimed at strengthening disaster risk reduction and resilience in Latin America, with specific actions in Bolivia, Colombia, Ecuador, Paraguay and Peru. The action was supported by the European Union through its DIPECHO programme. Within this framework, UNESCO translated, adapted and disseminated the Worldwide Initiative on Safe Schools, not only securing the formal commitment of several Member States to implement it, but also ensuring its availability to Spanish-speakers worldwide. Regional cooperation was strengthened through the creation of a web platform for knowledge management and exchange of good practices, and the regional education sector group on disaster risk reduction bringing together United Nations agencies and NGOs was revitalized. The awareness and capacities of young people in particular were equipped with awareness and capacities: a young campaign on Sendai was organized, 141 schools in 7 countries participated in a competition on good practices in disaster risk reduction, and 320 students participated in higher education courses on disaster risk reduction implemented through the action.

Thanks to the country-based activities undertaken, each of the focus countries made significant progress in improving awareness and skills in disaster risk reduction and management among policy-makers, educators and families. For example, in Ecuador, an emergency curriculum for use in school was developed and implemented following the 16 April earthquake, while the preparation capacity of 60 schools in at-risk areas in Peru were assessed using UNESCO’s VISUS methodology.
A Spanish version of the free children’s gaming application, “Tanah: against earthquakes and tsunamis” was launched in a sustainable campaign involving ‘traditional’ and social media: almost 10,000 downloads had been recorded by the end of the year.

The game aims to raise young people’s awareness of the importance of preparing for emergencies. By teaching them to protect themselves and those around them, it seeks to empower children and adolescents to become agents of change within their communities, with their parents and families.

The original application was created by UNESCO Bangkok together with the Red Cross/Red Crescent Global Disaster Preparedness Centre and other partners in response to several tragedies including the 2004 earthquake and tsunami in the Indian Ocean, when over 226,000 lives were lost in 14 countries, as well as the earthquakes in Chile (2010, 2015) and Nepal (2015).
Regional cooperation on education on the history of the Holocaust and other genocides was further strengthened through the Latin American network created in 2014. This network – which currently includes representatives from Argentina, Chile, Costa Rica, El Salvador, Guatemala, Paraguay, Peru and Uruguay – held its third meeting (Los Angeles, 9-12 September), in partnership with the University of Southern California Shoah Foundation (UNESCO Chair on Genocide Education) and with the support of the Ministry of Foreign Affairs and International Development of France. The meeting, which was followed by a capacity development seminar on comparative approaches to genocide education with a focus on pedagogy across disciplines, promoted information exchange across countries and identified areas for joint action.

UNESCO encourages Member States to develop culture programmes that strengthen awareness on the causes and consequences of the Holocaust and how genocide can happen.
COMPREHENSIVE SEXUALITY EDUCATION AND SCHOOL-RELATED GENDER-BASED VIOLENCE

The conditions for providing quality comprehensive sexuality and health education, and for preventing and mitigating school-related violence – including that based on gender, sexual orientation and gender identity/expressions – were improved.

Latin American and Caribbean countries’ leadership in addressing these challenges was reflected in their active contribution to global policy recommendation processes. In October 2016, regional experts gathered to formulate recommendations for updating the International Technical Guidance on Sexuality Education (2009), a set of guidelines that form the basis of UNESCO’s recommendations to curriculum developers, school communities and education authorities, and are used extensively in planning, development and advocacy activities. Numerous regional examples were also included in UNESCO’s global report on Out in the Open: School Violence Based on Sexual Orientation and Gender Identity/Expression, launched in May 2016.

Given the relevance of early and unintended pregnancy, school-related gender-based violence and drug use among young people, regional adaptations of global guidance in these fields was also kickstarted in 2016. At a regional consultation (April 2016, Guatemala), representatives of 6 Central American countries reviewed UNESCO materials on school-related gender-based violence, early and unintended pregnancy, and threats to girls’ health and education prospects. Strategies for puberty education to address these phenomena were assessed in detail for incorporation in both sexuality education and adolescent health services.

Chile in particular has made a significant commitment to addressing homophobic and transphobic violence in schools. With the support of UNESCO Santiago, TodoMejora – a Chilean NGO focused on suicide prevention among LGBT youth – supported LGBT youth regionally through activities and campaigns, and launched a platform highlighting Spanish-language resources on LGBT discrimination issues with a large education section (www.bibliodiversa.todomejora.org). Together with UNESCO Santiago, the Chilean Ministry of Education also developed administrative instructions to school authorities aimed at supporting trans students and school communities, as well as accompanying guidance on LGBT issues.

Gender equality is a global priority for UNESCO and inextricably linked to its efforts to promote the right to education.
NATURAL SCIENCES
ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

SUSTAINABLE DEVELOPMENT GOAL 6

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The adaptive capacities and resilience of dryland communities to water-related hazards were strengthened throughout Latin America and the Caribbean, with the support of the Government of Flanders (Belgium). Currently, water risk management in Latin America and the Caribbean tends to be focused on responding to crises: the challenge is to replace this pattern with integrated hydro-climatic risk management. Professionals in the region now have better access to tools, alert systems and forecast models to improve hydro-climatic risk preparation: for example, in Chile, areas expected to be affected by drought hazards can now be identified more easily, thanks to the development of a combined drought index and training of professionals on vulnerability assessment, in particular of small holder farmers, while key professionals in Chile and Peru are trained to detect ‘hotspots’ where drought may affect crops and to use an alert system for floods.

Knowledge exchange on water harvesting techniques was facilitated, with a two-day symposium (February) on the topic bringing together more than 80 participants from 10 countries.

The data available to professionals in water management has also been consolidated, significantly improving the monitoring of key variables and trends. The online regional drought atlas has been improved, while the national agro-climatic and drought observatories in Chile and Peru have been reinforced with the addition of data on snow routing and reservoir volume, among other issues. Ground-based data is in some cases insufficient: UNESCO therefore trained professionals from across the region (July) in use and applying remote sensing images.
HERITAGE

In order to raise awareness on its importance and make the rich heritage of Chile more easily accessible to the general public, UNESCO Santiago, together with institutions such as the Consejo de Monumentos Nacionales and the Consejo Nacional de la Cultura y las Artes, developed the first-ever UNESCO World Heritage Map for Chile. Launched on the Organization’s 71st anniversary, the map includes the full range of national heritage, including World Heritage, cultural heritage, the Living Human Treasures recognized by the Chilean government, and the national documents in the Memory of the World list.

ARTS EDUCATION

The flourishing of art in teaching and learning was given a boost during Arts Education Week (23-29 May), organized by UNESCO Santiago in collaboration with the Government of Chile. Hundreds of schools across the country participated in a rich variety of events, bringing thousands of students into contact with artists, artisans, performers and other creators. Not only were learners and teachers apprised of the importance of the use of the arts in education, the Week was also an opportunity for artists to interact with the communities in which they work and share their experiences.
PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.
Independent journalism and freedom of the press are crucial foundations for democracy and dialogue. UNESCO Santiago spearheaded a deep and complex dialogue on the challenges faced in developing news, media concentration in Chile, press freedom and diversity, journalist safety and public access to the media through the organization of a seminar with influential journalists and newscasters, communication experts, and media union leaders on World Press Freedom Day (Santiago, 3 May). In July, over 200 stakeholders gathered to hear high-profile figures such as Edison Lanza (Special Rapporteur for Freedom of Expression) and Julian Assange at a seminar co-organized with the Colegio de Periodistas de Chile and other local organizations, and inaugurated by Chilean President Michelle Bachelet.

Building on these activities, UNESCO Santiago led a group of experts in developing a proposal for amendments to the Constitution of Chile aimed at promoting plurality of the press, minimizing media concentration and addressing the barriers to the creation of a diverse and gender-equitable media in the country. Public access to information was also improved in Santiago through the expansion of three community radio schools established in 2015. Local leaders, 60% of whom were women, developed their skills in producing quality content, enabling them to better disseminate knowledge on key topics such as the history of the barrios, the stories of elderly people, local culture, and the use of information and communication technologies.

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UNESCO trained over 50 people in Chile on the development and management of community radio schools.
INTERNATIONAL COOPERATION

PARTNER AGENCIES, COUNTRIES AND ORGANIZATIONS

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

• British Council
• Colunga Foundation
• European Union Humanitarian Aid department’s Disaster Preparedness Programme (DIPECHO)
• German International Cooperation
• Government of Flanders, Belgium
• Government of France
• Government of the Netherlands
• Inter-American Development Bank
• International Association for the Evaluation of Educational Achievement (IEA)
• Japan International Cooperation Agency JICA
• Joint United Nations Programme on HIV/AIDS
• Ministries of Education and educational institutions of Latin America and the Caribbean countries that entrusted development projects to the Office
• National and regional civil society organizations
• Organization of American States
• Programme for Inter-American Dialogue
• Samsung
• Santa Maria Fundation
• Santillana Foundation
• Secretaría de Educación del Distrito Bogotá, D. C., Colombia
• Semilla Fundation
• Spanish Cooperation through its Agency for International Cooperation (AECID) and the Spanish Ministry of Education, Culture and Sports
• The Global SOGIE project
• United Nations Children’s Fund
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 supports development, environmental and humanitarian priorities for the achievement of the 2030 Agenda for Sustainable Development. It 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 its future implementation, responding to the expectations of a large number of Governments requesting support from their UNCTs in the implementation of the 2030 Agenda. Various countries in the region have been already reporting the incorporation of the SDGs into National Development Plans and Budgets.

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.

One senior specialist of UNESCO Santiago is member 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 2016 UNESCO Santiago participated in the finalization 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.

UNESCO Santiago participates in several Interagency Working Groups at regional level, namely the Regional Operation Management Team (OMT), the Interagency Working Group on Indigenous People, the Interagency Working Group on Gender, the Interagency Working Group on Human Rights, the Interagency Working Group on Sustainable Development, the HIV and AIDS Cosponsor Group, and the Interagency Working Group on UNDG LAC Initiatives in the Caribbean.

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.

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 within the framework of the 2030 Agenda for Sustainable Development
- Interagency Group on Gender and Human Rights, mandated to give coherence and national relevance to the gender and human rights related activities of the UN agencies
- Interagency Group on Sustainable Development Goals.
Indigenous Knowledge and practices in Education in Latin America. Exploratory analysis of how indigenous cultural worldviews and concepts influence regional educational policy.

Homophobic and transphobic bullying in schools: awareness-raising workshop for prevention (Facilitation Guide).


Third and sixth grade teachers in Latin America and the Caribbean: Characteristics, perceptions and relationship with student learning achievement.

Recommendations of educational policies in Latin America based on TERCE.

Education to transform lives. Goals, strategy options and indicators.
Gender inequality in learning achievement in primary education. What can TERCE tell us?

Annual Report 2015 Regional Bureau of Education for Latin America and the Caribbean.

Digital technologies at the service of educational quality.

XI and XII Conference on Educational Cooperation with Ibero-America on Special Education and Inclusion.
50,000 visits on average per month receive the Regional Office of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago) on the web. It is currently one of the most visited UNESCO websites.

Its contents are offered in Spanish and English and they mainly refer to the education actions, projects and programs of UNESCO in Latin America and the Caribbean. Publications, as well as news on UNESCO’s activities in its fields of work, are among its mostly reviewed contents.

**WEBSITE**

**SOCIAL MEDIA**

- **Facebook**
  
  www.facebook.com/unescosantiago

  This platform has about 36,000 followers and the number is constantly on the rise.

- **Twitter**
  
  www.twitter.com/unescosantiago

  It has 14,100 followers and is growing steadily.
Located in Santiago de Chile, the Liceo N° 1 Javiera Carrera educational community refers to their current learning and the training they would like to receive from their educational center.

The video was made within the framework of the Regional Consultation for the Latin American and Caribbean Youth “Tell them what you want to learn” convened in 2016 by the Office.

In July 2016, young people from the region were asked to respond to the ‘Consultation on Education to the Latin American and Caribbean Youth’, where they shared their views on what they need to learn for transforming their dreams into a reality, helping their community and building a different world.

This video presents the invitation to the consultation whose results helped UNESCO to develop a new education programme towards 2030.
More than 7,000 photographs are available on the UNESCO Santiago’s Flickr platform. The images are available for free non-commercial use with Creative Commons Attribution.

During 2016, the photographs related to education and culture were the most visited.

Jaiña (Huara district) Tarapacá region, Chile
Closing the school infrastructure gap following the Huara earthquake in northern Chile.

Rapa Nui
Eastern Island, Chile

http://www.flickr.com/photos/unescosantiago/5864564178/

La minga. Photo Contest: “Where does one come from?”

http://www.flickr.com/photos/unescosantiago/6748586067/
LIST OF ACRONYMS

AECID Spanish Agency for International Development Cooperation
AMARC World Association of Community Radio Broadcasters
ANEFP National Association of Public Employees; Asociación Nacional de Empleados Fiscales
CCNA National Council for Culture and Arts; (Chile) Consejo Nacional de la Cultura y las Artes
CEAAL Council of Adult Education of Latin America, Consejo de Educación de Adulto de América Latina
CEPPE Center for Research on Educational Policy and Practice; (Chile) Centro de Estudios de Políticas y Prácticas en Educación
CIAE Centre for Advanced Research in Education; (Chile) Centro de Investigación Avanzada en Educación
CLADE Latin American Campaign for the Right to Education; Campaña Latinoamericana por el Derecho a la Educación
CONICYT National Commission for Scientific and Technological Research; Comisión Nacional de Investigación Científica y Tecnológica
DESD UN Decade of Education for Sustainable Development
DIBAM Direction of Libraries, Archives and Museums; Dirección de Bibliotecas, Archivos y Museos
DIPECHO Disaster Preparedness of the European Commission Humanitarian Aid
DRR Disaster Risk Reduction
ECLAC Economic Commission for Latin America and the Caribbean; Comisión Económica para América Latina y el Caribe
EI Education International; Internacional de Educación
ERCE (Fourth) Regional Comparative and Explanatory Study; (Cuarto) Estudio Comparativo y Explicativo
FENEDUEP National Federation of Education Public Workers; Federación Nacional de Trabajadores Públicos de la Educación de la Educación.
GAP Global Action Programme; Programa de Acción Mundial
GAW Global Action Week for Education
GEM Global Education Meeting
GIRPI Regional Interagency Group on Indigenous Peoples; Grupo Regional Interagencial de Pueblos Indígenas
ICT Information and communication technologies
IDB Inter-American Development Bank
IESALC UNESCO International Institute for Higher Education in Latin America and the Caribbean; Instituto Internacional de la Unesco para la Educación Superior en América Latina y el Caribe
IIEP UNESCO International Institute for Educational Planning; Instituto Internacional de Planeamiento de la Educación de la UNESCO
INEE National Institute for Education Evaluation (Mexico); Instituto Nacional para la Evaluación de la Educación (México)
JUVELAC Youth Observatory for Latin America and the Caribbean; Observatorio de juventud para América Latina y el Caribe
LAC Latin America and the Caribbean
LGBT lesbian, gay, bisexual, and transgender; lesbiana, gay, bisexual y transgénero
**LLECE** Latin American Laboratory for the Assessment of Education Quality; *Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación*

**MIDE UC** Centre for Applied Research, Measurement and Evaluation, University of Chile. *Centro de Investigación, Medición y Evaluación Aplicada*

**MIL** Media and Information Literacy

**MINEDUC** Ministry of Education; (Chile) *Ministerio de Educación*

**MWAR-LAC** Managing Water Resources in Arid and Semi-Arid Regions of Latin America and the Caribbean

**NGO** Non-governmental organization

**OAS** Organization of American States

**OREALC** Regional Bureau of Education for Latin America and the Caribbean; *Oficina Regional de Educación para América Latina y el Caribe*

**OREI** Regional Observatory for Inclusive Education; *Observatorio Regional para la Educación Inclusiva*

**PACE** Support programme for effective access to higher education; *Programa de Acompañamiento y Acceso Efectivo a la Educación Superior*

**RDT** Regional Directors Team

**REDLACEH** Network of hospital classrooms. *Red de Aulas Hospitalarias*

**RELPE** Latin American Network of Education Portals; *Red LatinoAmericana de portales educativos*

**RIINEE** Iberoamerican Cooperation Network for the Education of People with Special Educational Needs; *Red Intergubernamental Iberoamericana de Cooperación de Personas con Necesidades Educativas Especiales*

**SDG** Sustainable Development Goals

**TERCE** Third Regional Comparative and Explanatory Study; *Tercer Estudio Regional Comparativo y Explicativo*

**TFA** Teach For All

**TVET** Technical and Vocational Education and Training; *Educación y Formación Técnica y Profesional*

**UIS** UNESCO Institute for Statistics

**UNAIDS** Joint United Nations Programme on HIV/AIDS

**UNCT** United Nations Country Team

**UNDAF** United Nations Development Assistance Framework

**UNDG LAC** United Nations Regional Team for Latin America and the Caribbean

**UNDP** United Nations Development Programme

**UNESCO** United Nations Educational, Scientific and Cultural Organization

**UNFPA** United Nations Fund for Population Activities

**UNICEF** United Nations International Children’s Emergency Fund

**USACH** University of Santiago of Chile *Universidad de Santiago de Chile*