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**Uruguay One UN Coherence Fund
MPTF OFFICE GENERIC ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2014**

Programme Title & Project Number	
<ul style="list-style-type: none"> Programme Title: Contributions to the design of educational public policies in Uruguay Programme Number (if applicable) MPTF Office Project Reference Number:³ 66260 	
Participating Organization(s)	
<ul style="list-style-type: none"> Organizations that have received direct funding from the MPTF Office under this programme <i>UNDP and UNESCO (Implementing Agencies)</i> 	
Programme/Project Cost (US\$)	
Total approved budget as per project document: US\$ 239,999	
MPTF /JP Contribution ⁴ :	
<ul style="list-style-type: none"> by Agency (if applicable) 	
Agency Contribution	
<ul style="list-style-type: none"> by Agency (if applicable) 	
Government Contribution (if applicable)	
Other Contributions (donors) (if applicable)	
TOTAL: US\$ 239,999	
Programme Assessment/Review/Mid-Term Eval.	
Assessment/Review - if applicable <i>please attach</i>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date: <i>dd.mm.yyyy</i>	
Mid-Term Evaluation Report – if applicable <i>please attach</i>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date: <i>dd.mm.yyyy</i>	

Country, Locality(s), Priority Area(s) / Strategic Results²	
<i>(if applicable)</i> Country/Region Uruguay / Latin America	
Priority area/ strategic results Education	
Implementing Partners	
<ul style="list-style-type: none"> National counterparts (government, private, NGOs & others) and other International Organizations ILO, UNFPA and UNICEF (Associated Agencies) Ministry of Education and Culture (MEC) 	
Programme Duration	
Overall Duration (<i>months</i>)	20
Start Date ⁵ (<i>dd.mm.yyyy</i>)	11-Oct-2013
Original End Date ⁶ (<i>dd.mm.yyyy</i>)	12-Aug-2014
Current End date ⁷ (<i>dd.mm.yyyy</i>)	12-Jun-2015
Report Submitted By	
<ul style="list-style-type: none"> Name: Gonzalo Kmaid on behalf of Denise Cook (RC) Title: Coordination Specialist Email address: gonzalo.kmaid@one.un.org / denise.cook@one.un.org (RC) 	

¹ The term “programme” is used for programmes, joint programmes and projects.
² Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;
³ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](#)
⁴ The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](#)
⁵ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)
⁶ As per approval of the original project document by the relevant decision-making body/Steering Committee.
⁷ If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.

NARRATIVE REPORT FORMAT

EXECUTIVE SUMMARY

The Programme addresses four key components that are closely related to the country's education agenda and deal with the most pressing issues affecting education. It seeks the overall goal of guaranteeing quality education for all, so that education can effectively be a tool for cohesion and social integration. The Programme's main products are the studies and researches that were conducted on these issues at both national and international level. Throughout 2014, these studies were disseminated in several seminars and workshops, generating debate over the issues addressed by the Programme's four components.

Attention must be drawn to the international seminars, both for the high specialization level of its foreign guest speakers, as well as for the high attendance rates. The seminars brought together various education agents: highest education authorities, local academia, researchers, education technicians, teachers and trainers, as well as representatives of the United Nations System in Uruguay.

The dissemination of these researches and studies contributed with new points of view, facilitating the approach to old and well-known difficulties from a new perspective. The international experiences that were analyzed did not seek to present models to be imported as such, but as experiences from which to learn from and broaden the knowledge of how certain problematics are resolved in other parts of the world.

The Programme helps to generate a desire for openness, from learning with the other, and learning together, to make improvements in a context that is unique and unreplaceable. In this way, the Programme tries to facilitate the exercise of addressing problems from another perspective, breaking the inbreeding that many times is generated in the education systems, which sometimes consider that all problems must be solved within the boundaries of education. The Programme seeks to knock down these walls and frontiers, to think outside the box.

In terms of research and studies, they were all carried out according to schedule. By the end of 2014, once the studies and researches were finalized and the rapporteurship of the seminars was available, a collection of six volumes was drafted, edited and published. Volume 1 presents a research on the importance that society attaches to education, information is disaggregated according to the different groups of actors. Volume 2 presents a multi country study on the objectives of basic education, graduation/exit profiles and evaluation methods. Volume 3 presents a study on education regulations and legislation in Uruguay, so as to be aware of possible modifications that can be applied to give a greater margin of autonomy and decision making powers to education centers. Volume 4 presents a multi country study on alternative strategies to grade repetition. Volume 5 presents studies on the relationship between education and work (output 3). Volume 6 presents a multi country study on the teaching profession, training, careers, evaluation methods and incentives.

In all these actions, the UN has contributed to the design of a public policy that has been and it is today at the very center of the national debate about development priorities. The UNS has been a very active player in this contributing and its contribution has been acknowledged by national authorities and many diverse stakeholders (Education Unions, NGOs, academia, etc.)

Purpose

Development Goal:	UNDAF 2011-2015 Priority Area 3: Enhance social development (with particular emphasis on the areas of early childhood development, health and education) with a view to reducing inequality and various forms of inequity (including intergenerational, gender, racial and geographic inequity).
Outcome:	<p>UNDAF Outcomes:</p> <p>UNDAF 2011-2015 Outcome 3.2: The educational system will have progressed in the design and implementation of policies aimed at improving the quality of education, increasing the number of pupils who complete secondary education (thereby reducing social gaps) and expanding access to higher education.</p> <p>UNDAP Outputs:</p> <p>UNDAP 2011-2015 Output 3.2.2: Under the Law on Education 18.437, technical capacities of the National System for Public Education (SNEP in Spanish) are strengthened with the objective of reducing educational dissociation and increasing re-integration.</p>
Outputs and Key Activities:	<ol style="list-style-type: none"> 1. The project will have provided knowledge on the value and purpose of education in society within persons' lifecycles and the construction of an active citizenship. 2. The project will have contributed to the systematization of different school models in order to improve educational management and the promotion of learning incorporating a territorial perspective. 3. The project will have provided inputs for decision making process within the framework of proposals that colligate education and work. 4. The project will have contributed to the elaboration of a systemic view of teachers' professional development in Uruguay. 5. Coordinate, monitor and evaluate the Joint Programme for an adequate achievement of its objectives.

I. Results

i) Narrative reporting on results:

Outcomes: UNDAF 2011-2015 Outcome 3.2: The educational system will have progressed in the design and implementation of policies aimed at improving the quality of education, increasing the number of pupils who complete secondary education (thereby reducing social gaps) and expanding access to higher education.

The country presents high repetition and abandon rates in the lower secondary years. This is a matter the Programme has addressed profoundly, nonetheless its results would be neither shown nor measured during its life span. The Programme contributed with expertise and tools, as well as field work, with the objective of putting in place alternative strategies that retain students coming from vulnerable backgrounds, so they can finish their studies and graduate from high school education.

Output 1: The project will have provided knowledge on the value and purpose of education in society within persons' lifecycles and the construction of an active citizenship

a) Qualitative research and on the value of education in Uruguayan society today and prospective studies.

b) Report on the purposes of basic education, graduation/exit profiles and evaluating systems developed

The National Institute for Education Assessment (INEEd) was created in 2012. Its main tasks are: to evaluate learning, management performance, infrastructure and working conditions; as well as the implementation of programs and investments in early, primary and secondary education, both public and private.

The document of the Joint Programme "Contributions to the design of educational public policies in Uruguay," states that the Ministry of Education and Culture (MEC) should articulate with INEEd the studies related to the topic of their competence. In this context, on December 2013 an agreement for educational cooperation between the MEC and INEEd was signed to jointly develop activities 1.2.1, 2.1.1, 2.2.1 and 4.1, under the Program Document. In 2014, a complementary agreement was signed for activity 1.1.1

Output 2: The project will have contributed to the systematization of different school models in order to improve educational management and the promotion of learning incorporating a territorial perspective.

a) Report on different school management models.

As previously reported, this activity was carried out jointly by the MEC, INEEd and the Programme Coordination Unit. INEEd selected a consultant, who conducted fieldwork research. However, the information gathered did not meet the objectives of the consultancy. Thus, a workshop was organized with regional participants, with the objective of exchanging ideas on the subject matter.

Furthermore, a study was conducted on the current legislation and regulations to identify possible obstacles in the delegation of greater autonomy to education centers. This study is presented in Volume 3.

b) Report on alternatives to school grade repetition.

A multi country research on alternative strategies to grade repetition was conducted. It is presented in Volume 4 of the Collection.

Output 3: The project will have provided inputs for decision making process within the framework of proposals that colligate education and work.

a) Report on the validation of knowledge to ensure continuing education, its state of development and potential for improvement at national level, based on national and international systematized information.

A national workshop was held on the subject matter of education and work, and a study was also conducted. The study and the workshop rapporteurship is presented in Volume 5 of the Collection.

b) Report on public policies in the field of education and employment for population between 15 and 29 years of age, based on national and international systematized information.

A study was conducted in coordination with the Direction of Informal Education of the Ministry of Education and Culture. A national workshop was held. Both are presented in Volume 5 of the Collection.

c) Report on good practices and institutional arrangements that expand educational opportunities for labor, current state of affairs, and potential for improvement at national level.

Two workshops and several focus groups were organized. These activities were inputs for three reports that were drafted and are presented in Volume 5 of the Collection.

Output 4: The project will have contributed to the elaboration of a systemic view of teachers' professional development in Uruguay.

a) Proposal for the establishment of systemic models on professional teaching development that incorporate training, career and professional development.

An international Seminar was held. A multi country research was also designed. Both are collected in Volume 6.

Output 5: Coordinate, monitor and evaluate the Joint Programme for an adequate achievement of its objectives.

a) Monitoring of activities in order to insure an adequate achievement of its objectives and the production of the corresponding reports.

Monitoring of activities was conducted by the Coordination Unit.

- **Describe any delays in implementation, challenges, lessons learned & best practices:**

For reasons beyond the goodwill of the Implementing Agencies of the United Nations System, the program had a delay, starting later than originally planned. This situation implied that the program had in 2014 a heavier implementation schedule.

- **Qualitative assessment:**

All studies, research, workshops and seminars were dully conducted in timely manner throughout the year 2014. The Collection of Volumes on Education will be launched publicly on the first months of 2015. The travel foreseen within the programmes activities will also take place in 2005, so as to allow for the newly elected authorities to participate, as they will be the ones making the relevant decisions.

ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP** - provide an update on the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why, as well as plans on how and when this data will be collected.

	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>Outcome 1⁸ UNDAF 2011-2015 Outcome 3.2: The educational system will have progressed in the design and implementation of policies aimed at improving the quality of education, increasing the number of pupils who complete secondary education (thereby reducing social gaps) and expanding access to higher education. Indicator: Baseline: Planned Target:</p>			
<p>Output 1 The project will have provided knowledge on the value and purpose of education in society within persons' lifecycles and the construction of an active citizenship</p>			
<p>Indicator 1.1 Research on the value of education in Uruguayan society today and prospective studies Baseline: Planned Target:</p>	<p>The research was conducted and its published in Volume 1 of the Collection.</p>		<p>Research conducted and published.</p>
<p>Indicator 1.2 Workshops and focal groups Baseline: Planned Target:</p>	<p>Two workshops, focal group meetings and seminars.</p>		<p>Workshops, seminars and meetings held.</p>
<p>Indicator 1.3 Workshops with teenagers and focal groups</p>			

⁸ Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

<p>Baseline: Planned Target:</p> <p>Indicator 1.4 Number of participants and range of sectors represented at the Seminar on the purposes of basic education, graduation/exit profiles and evaluating systems Baseline: Planned Target:</p>	<p>200 participants Range of Sectors represented: education authorities, academia, national and international specialists, and teachers.</p>		
<p>Output 2 The project will have contributed to the systematization of different school models in order to improve educational management and the promotion of learning incorporating a territorial perspective.</p>	<p>International workshop held to discuss different management models for education centers, its strengths and weakness.</p> <p>Analysis of the Uruguayan legislations and regulations to identify possible obstacles in the delegation of greater autonomy to education centers.</p>	<p>The consultant, selected by INEED was not able to produce the required analysis with the fieldwork she recollected. In consequence, an international workshop was organized to discuss this subject matter with national actors.</p>	<p>International workshop held.</p> <p>Analysis conducted and Published (Volumen 3).</p>
<p>Indicator 2.1 National research on different school management models Baseline: Planned Target:</p> <p>Indicator 2.2 Workshop Baseline: Planned Target:</p> <p>Indicator 2.3 Proposal document on school management models Baseline: Planned Target:</p> <p>Indicator 2.4 Number of people that</p>	<p>Multi country study on alternative strategies to avoid grade repetition.</p>		<p>Study conducted and Published (Volumen 4)</p>

<p>participated in international exchanges Baseline: Planned Target:</p> <p>Indicator 2.5 List of countries, experiences gathered and on site visits. Baseline: Planned Target:</p> <p>Indicator 2.6 Dissemination event Baseline: Planned Target:</p>	<p>Travel was postponed for 2015.</p>	<p>By request of the National Counterpart, these visits will take place during the months of April and May 2015, since the authorities of the newly elected government take office in March 2015.</p>	
<p>Output 3: The project will have provided inputs for decision making process within the framework of proposals that colligate education and work.</p>			
<p>Indicator 3.1 Report on the validation of knowledge to ensure continuing education, its state of development and potential for improvement at national level, based on national and international systematized information. Baseline: Planned Target:</p> <p>Indicator 3.2 Number of participants and range of sectors represented at the Seminar. Baseline: Planned Target:</p> <p>Indicator 3.3 Final document Baseline: Planned Target:</p> <p>Indicator 3.4 Report on public policies in the field of education and employment for population between 15 and 29 years of age, based on national and international systematized information. Baseline: Planned Target:</p> <p>Indicator 3.5 Number of participants and range of sectors represented at the Seminar.</p>	<p>Workshop for 60 participants.</p> <p>Final document published in Volume 5.</p> <p>Workshop with 75 participants.</p> <p>Final document published in Volume 5.</p>		<p>Activities recorded in Volume 5</p>

<p>Baseline: Planned Target:</p> <p>Indicator 3.6 Final document Baseline: Planned Target:</p> <p>Indicator 3.7 Report on good practices and institutional arrangements that expand educational opportunities for labor, current state of affairs, and potential for improvement at national level. Baseline: Planned Target:</p> <p>Indicator 3.8 Number of participants and range of sectors represented at the Seminar. Baseline: Planned Target:</p> <p>Indicator 3.9 Final document Baseline: Planned Target:</p>			
<p>Output 4: The project will have contributed to the elaboration of a systemic view of teachers' professional development in Uruguay.</p>			
<p>Indicator 4.1 Number of participants and range of sectors represented at the First Workshop on systemic models for professional teaching development that incorporate training, career and professional development. Baseline: Planned Target:</p> <p>Indicator 4.2 Number of participants and range of sectors represented at the Second Workshop on systemic models for professional teaching development that incorporate training, career and professional development. Baseline: Planned Target:</p> <p>Indicator 4.3 Knowledge of international</p>	<p>250 participants at international seminar.</p> <p>All national education sectors were represented as well as specialists from other countries: France, Colombia, Canada (Ontario by video conference; UK by video conference), Brazil, Ecuador</p>		<p>International Seminar held.</p> <p>Activity recorded in Volume 5.</p>

<p>experiences Baseline: Planned Target:</p>	<p>Travel was postponed for 2015.</p>	<p>International fieldwork was postponed for 2015, at the request of the National Counterpart, so that the newly appointed technicians are able to travel.</p>	
<p>Output 5: Coordinate, monitor and evaluate the Joint Programme for an adequate achievement of its objectives</p>			
<p>Indicator 5.1 Number and type of contracts Baseline: Planned Target:</p> <p>Indicator 5.2 Staff assigned by the government counterpart Baseline: Planned Target:</p>			

III. Resources

- Provide any information on financial management, procurement and human resources.
- Indicate if the Programme mobilized any additional resources or interventions from other partners.

Participating UN Organization(s)	Approved Joint Programme Budget	Approved Transfers to PUNOs (2014)	Expected Transfers to PUNOs (2015)
UNDP	122,408	59,920	62,488
UNESCO	117,591	95,870	21,721
Total:	US\$ 239,999	155,790	84,209

ABBREVIATIONS AND ACRONYMS

AA	Administrative Agent
AUCI	Uruguayan Agency for International Cooperation
CFCC	Coherence Fund Consultative Committee
CFSC	Coherence Fund Steering Committee
DaO	Delivering as One
ILO	International Labour Organization
INEEd	National Institute for Education Assessment
IOM	International Organization for Migration
MEC	Ministry of Education and Culture
MPTF	Multi-Partner Trust Fund
PUNO	Participating United Nations Organization
RCO	United Nations Resident Coordinator's Office
UNDAF	United Nations Development Assistance Framework
UNDAP	United Nations Development Assistance Framework Action Plan
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNRC	United Nations Resident Coordinator
UNS	United Nations System