



Sistema de las Naciones Unidas en Uruguay
UNIDOS EN LA ACCIÓN

URUGUAY ONE UN COHERENCE FUND

Annual Progress Report

Reporting period: July 2008 – December 2008

Joint Programme Number:	66246 (Other: F1)		
Joint Programme Title:	Support for the strengthening of education policies.		
Participating UN Organization(s):	UNESCO and UNICEF	Cluster / Priority Area:	Education and poverty
Implementing Partner(s):	Office of Planning and Budget (OPP) National Public Education Administration (ANEP)		

I. PURPOSE

Programme Description:	<p>This project was developed as one of the objectives of the One UN Programme 2007-2010 “Building Capacities for Development” in Uruguay.</p> <p>The project will support the development of a National Education Plan that takes into account the coordination and synergies necessary with other competent State organizations and institutions. It will also implement strategies to prevent emergent violence and deterioration of personal safety at educational centres.</p>
Development Goal:	UNDAF 2. By 2010, the country will have advanced in the design and management of policies to eradicate indigence and reduce poverty.
Outcome:	One UN Programme 2.6 “Institutions in the social policy system (education, employment, health and social security) have been strengthened.”
Outputs and Key Activities:	<ol style="list-style-type: none"> 1. Elaboration of a National Education Plan. <ol style="list-style-type: none"> 1.1 Report on the status of education policies. 1.2 Comparative study of education policies from selected countries. 1.3 Prospective studies on education in Uruguay. 1.4 Drafting of the National Education Plan 1.5 Monitoring and Evaluation system for the development of the plan. 2. Prevention of violence and emerging risks in education centres. <ol style="list-style-type: none"> 2.1 Forming and strengthening of a network of stakeholders that address violence problems in education centres. 2.2 Promotion of healthy coexistence styles and conflict resolution through dialogue. 2.3 Generation and systematization of knowledge on coexistence in education centres. 2.4 Observatory on coexistence in education centres.



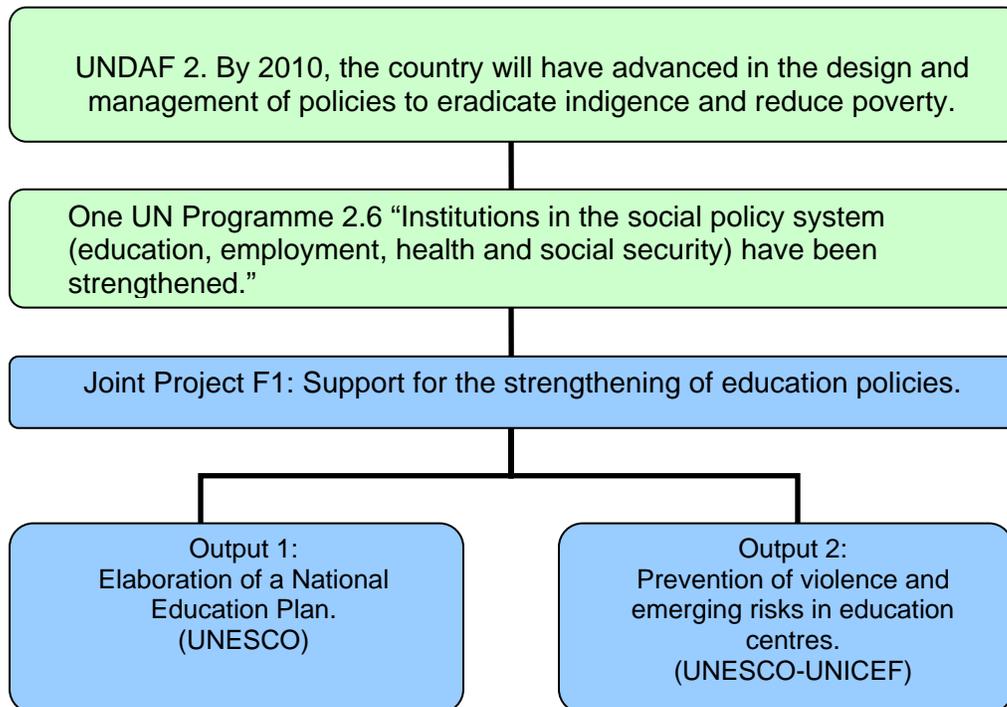
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Outputs for the Joint Project F1 and their relation to the One UN Programme and the UNDAF



II. RESOURCES

Participating UN Organization(s)	Approved Joint Programme Budget	Approved Disbursements (2008)
UNESCO	393,653	78,351
UNICEF	119,947	23,112
Total:	US\$ 513,600	US\$ 101,463

III. RESULTS

The activities involved in output 1 constitute the generation of documents, analyses, and studies. The activities in output 2 constitute training, meetings, workshops, forums, and elaboration of materials.

In 2008, a team of technical consultants carried out the activities of the Project. For the integration of the technical teams, a selection process took place from September to November of 2008, and soon after seven technicians were hired: three for *Output 1* and four for *Output 2* by the period from *November 2008 to February 2009*.

Later, after a long selection process, on November 20, 2008, the search for the coordinator for the project concluded. From that moment, the coordinator has contributed operatively in the



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implementation, management and monitoring of the Project. The coordinator supports the project's national counterpart, the National Administration for Public Education (ANEP for its acronym in Spanish), and serves as nexus between these and the UNS Agencies. The coordinator organized the implementation of the Work Plan and its budget, and also supported the operations of the Management Committee and the Office of Planning and Budget (OPP for its acronym in Spanish) in its quality of coordinating organism for the Government's counterparts Joint Project. Products: Periodic reports for UNESCO, OPP, and the Management Committee of Management.

Output 1: Elaboration of a National Education Plan. (UNESCO)

A report that synthesizes the status of education policy proposals of diverse scopes was initiated.

Activity 1 was conducted in 2008: revision of contributions and proposals. The identification and selection of these policy proposals was done. This allowed the creation of a database for the elaboration of the Diagnosis Document to be done in the first semester of 2009.

- Compiled, consulted and/or quoted documents, coming from social, economic, political and educational scopes.
- Interviews made to qualified informants, who belong to the scopes consulted.
- Plan of systematization of the collected information.

Output 2: Prevention of violence and emerging risks in education centres. (UNESCO-UNICEF)

2.1 Creation and/or strengthening of the network of social actors and institutions that address violence in schools. (UNICEF)

This component progressed as expected in the first stages of the work plan. First activities were particularly focused in reaching the necessary agreements among directors of the different sections within the school system.

Necessities related to this component were identified and contents were developed among participants. A "network map" of secondary education was begun.

The regionalization strategy proposed has proven so far to be an efficient choice in order to carry out the different activities.

Main activities in the period were the following:

- Two workshops were developed in the cities of Young and Melo with some future participants in the project.
- Meetings with General Directors of Secondary Education Council were held in order to develop an intervention methodology related to strengthening networks.
- Five regions and local referents were identified in order to facilitate the implementation of the project.

A delay in the beginning of the project as well as the un-synchronization with the high school calendar prevented the component from reaching all the expected outputs for 2008. More time will be needed in order to reach an appropriate ownership level by participants especially at the



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local level where resistance may occur.

In the next period, other relevant partners will be contacted; such as: ministries, municipalities and other institutions specialized in these issues.

Technical support and administration provided by UNICEF have been a key point in order to facilitate implementation and sustainability as well as monitoring and evaluation of the component.

The biggest challenge in the future is to accomplish an efficient strategy that combines the key proposals of the component (networking strengthening, definition of a “road map” of action, developing of an Observatory of violence in schools, mobilization and sensitization) to build a positive environment that enables education activities.

Human rights based approach and the promotion of participation along the whole process are two key issues that should be observed in order to reach the expected results.

Also a regional and local approach is essential to enable the development of differentiated dynamics adapted to particular social and institutional contexts.

Networking concept is also of key interest. Identification of groups and networks that provide (or could potentially provide) support to schools would be decisive to reach the expected outputs.

2.2 and 2.3 Promoting healthy coexistence and generating knowledge about coexistence in education centres. (UNESCO)

The results expected for the output are: “Decrease of the scholastic conflict in the educative centres” and “More capacity of teachers and employees to give answer to the violence and coexistence problems.”

The activities carried out during 2008 were:

- Identification and compilation of current norms and regulations in the levels of primary and secondary education.
- Workshops to promote opportunities for reflection on the subject and to identify education policy proposals that are being carried out throughout the country were conducted.
- A working day was made with teams of high school education on styles of healthful coexistence.

As a preparatory activity of those mentioned above, the systematization of existing materials that constitute partly, the theoretical frame of proposals of educational policies in this area, was started.



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IV. FUTURE WORK PLAN

Output 1: Elaboration of a National Education Plan.(UNESCO)

First semester of 2009

As a general strategy for the actions planned for the 2009, the national counterpart ANEP, is expected to coordinate with the Ministry of Education and Culture (MEC for its acronym in Spanish) and with de University of the Republic (UDELAR for its acronym in Spanish). This strategy is very suitable in relation to the expected purpose of the Project “Elaboration of a National Plan of Education” and taking into account the new normative frame derived from the new Law of Education, approved in December of the 2008.

There is an explicit willing for part of UNIFEM to cooperate with the thematic specific.

“Elaboration and Discussion of a document that synthesizes the proposals of educational policies coming from the social, educative, economic and political scopes.” For the achievement of this Product it is planned to count on the hiring of experts.

“Compared studies on the educational policies of a set of selected countries”

It is planned to count on the cooperation of specialists of different countries for its elaboration.

“Prospective studies of the education in Uruguay”, it is planned the elaboration of a framework-document,

“Promotion of styles of healthful coexistence and the dialogue for the resolution of conflicts”, the predicted activities are:

- Conduct workshops throughout the country.
- Conduct a second part of analysis and adjustment of the current norm on coexistence in education centres.
- Elaborate didactic materials: printed and audio-visual.
- Conduct training of trainers for students about styles of healthful coexistence and the dialogue for the resolution of conflicts in educative centres.
- Develop a system of student internships of teaching training courses qualified in selected educative centres.

Output 2: Prevention of violence and emerging risks in education centres. (UNESCO-UNICEF)

Activities included in the next semester are:

- Meetings with local authorities to identify national networks.
- Define the five regions :
 - 1 – Salto, Paysandú, Tacuarembó, Rivera, Artigas.
 - 2 – Río Negro, Soriano, Colonia
 - 3 – Durazno, Flores y Florida
 - 4 – Maldonado, Rocha, Treinta y Tres, Cerro Largo, Lavalleja
 - 5 – Metropolitan area – Montevideo, Canelones, San José



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- Meetings with authorities from Municipalities, Ministers of Education, Health, Interior and Social Development in order to build and validate the proposed Road Map.
- Identification of potential participants involved in the thematic of the project in the different Departments: governmental or non-governmental, social organizations, family groups, etc.
- Convening of different networks and organizations to exchange and systematize experiences and to build a common work plan at the local level (5 meetings, 1 by region).
- Implementation of a “communitarian plan of coexistence” and road map building at high schools.
- Training workshops with ANEP’s staff, meetings with authorities to facilitate participation of staff at different levels.
- Identification (and hiring) of a “local consultant” at the regional level and by subsystem that will be the project referent to conduct training workshops.
- Two first regional meetings with teachers to introduce the project, identify perceptions regarding the project issues and discuss the proposed agenda.
- Infrastructure arrangements to facilitate project development.
- Launching of the Observatory of School Coexistence Conditions in a pilot group of 20 centres.
- Typology building of different forms of violence.
- Focal groups in 20 centres involving children, school teachers, authorities and community.
- Set up and management of a mediation mechanism to solve concrete situations in the 20 pilot centres.
- Systematization of “good practices” in school violence prevention.
- Production of a toolkit of different materials to be used in the participating centres.
- A coordination committee will be convened with the participation of the five regional referents to prepare the different activities, evaluate and discuss especial issues.