



Uruguay One UN Coherence Fund

Annual Project Narrative Progress Report

Reporting Period: 1 January – 31 December 2009

<p>Submitted by: Susan McDade, United Nations Resident Coordinator in Uruguay</p> <p>Contact information: susan.mcdade@undp.org</p>	<p>Country and Thematic Area</p> <p>Uruguay, Support for the strengthening of education policies.</p>						
<p>Programme No: F1 MDTF Office Atlas No: 66246 Programme Title: Support for the strengthening of education policies</p>	<p>Participating Organization(s):</p> <p>UNESCO and UNICEF</p>						
<p>Implementing Partners: Office of Planning and Budget (OPP) National Public Education Administration (ANEP)</p>	<p>Programme Budget (from the Fund):</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">UNESCO</td> <td style="padding: 2px; text-align: right;">393,653</td> </tr> <tr> <td style="padding: 2px;">UNICEF</td> <td style="padding: 2px; text-align: right;">119,947</td> </tr> <tr> <td style="padding: 2px;">Total:</td> <td style="padding: 2px; text-align: right;">US\$ 513,600</td> </tr> </table>	UNESCO	393,653	UNICEF	119,947	Total:	US\$ 513,600
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Total:	US\$ 513,600						
<p>Programme Duration (in months): 24 <u>Start date</u>¹: 30-Jul-2008 <u>End date</u>: 23-Aug-2010 Original end date 30-Jul-2010 Revised end date: 23-Aug-2010 in accordance with ToRs for the disbursements made in the Uruguay One UN Coherence Fund. Operational Closure Date², if applicable: <u>Budget Revisions/Extensions:</u> List budget revisions and extensions, with approval dates, if applicable</p>							

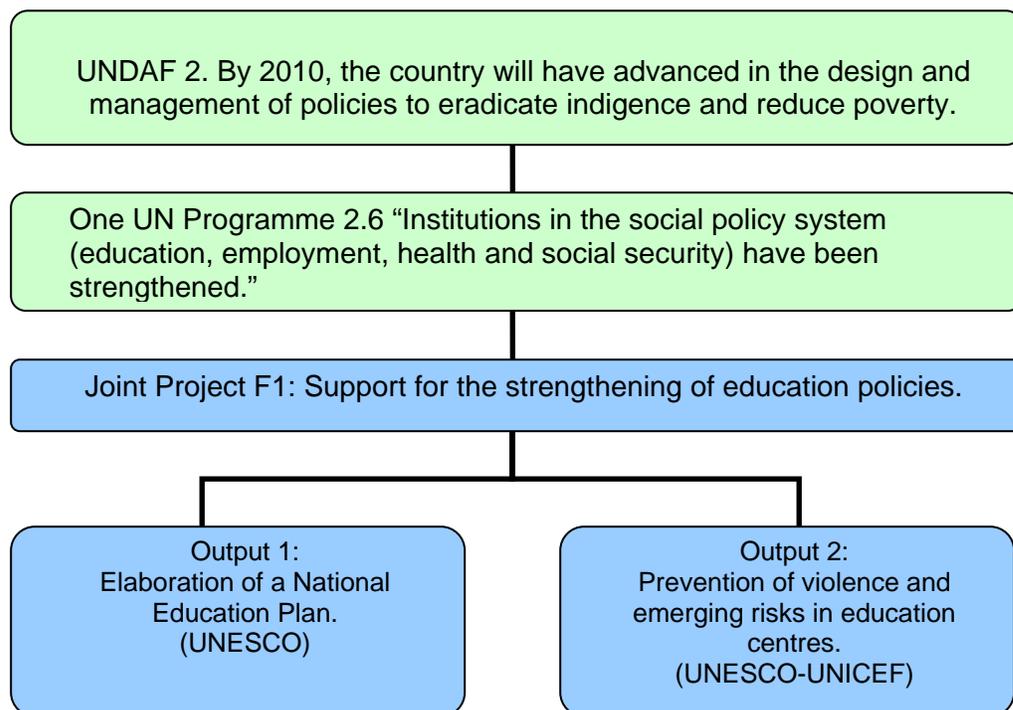
¹ The start date is the date of the first transfer of funds from the MDTF Office as Administrative Agent.

² All activities for which a Participating Organization is responsible under an approved MDTF programme have been completed. Agencies to advise the MDTF Office.

I. PURPOSE

<p>Programme Description:</p>	<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>
<p>Development Goal:</p>	<p>UNDAF 2. By 2010, the country will have advanced in the design and management of policies to eradicate indigence and reduce poverty.</p>
<p>Outcome:</p>	<p>One UN Programme 2.6 “Institutions in the social policy system (education, employment, health and social security) have been strengthened.”</p>
<p>Outputs and Key Activities:</p>	<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.

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 Transfers to PUNOs (2008)	Approved Transfers to PUNOs (2009)
UNESCO	393,653	78,351	246,047
UNICEF	119,947	23,112	87,633
Total:	US\$ 513,600	US\$ 101,463	US\$ 333,680

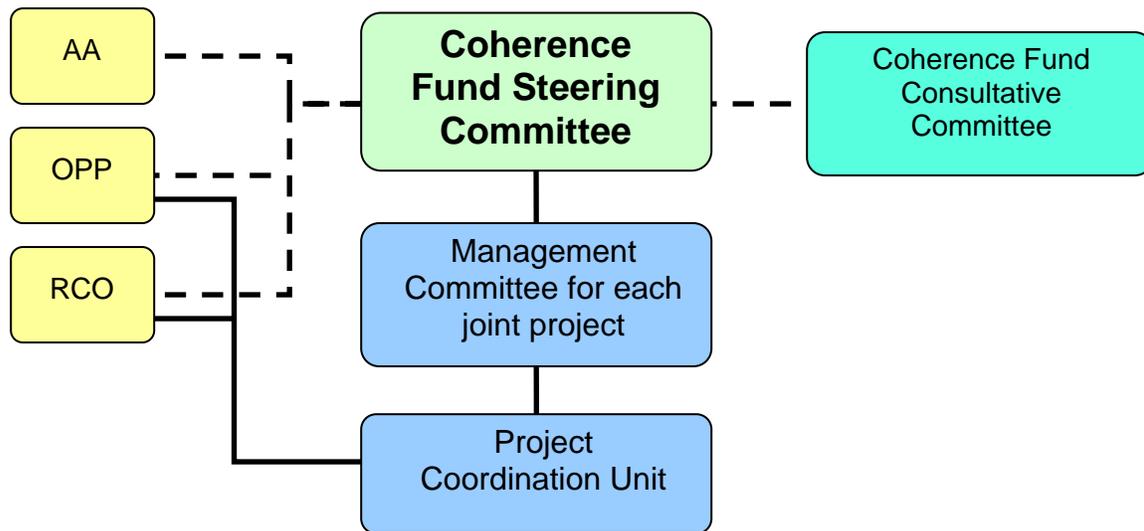
III. IMPLEMENTATION AND MONITORING ARRANGEMENTS

To support the One UN Programme, the Government and the UNS in Uruguay agreed to establish the Uruguay One UN Coherence Fund; a common, un-earmarked, development fund, under the leadership of the Resident Coordinator. The Uruguay One UN Coherence Fund supports the coordinated resource mobilization, allocation and disbursement of donor-contributed resources for the unfunded elements of the One UN Programme.

The Uruguay One UN Coherence Fund has several governance mechanisms to ensure proper management of funds, supervision of project execution, and monitoring of results. The mechanisms are: The Coherence Fund Steering Committee, The Coherence Fund Consultative Committee, The Management Committees, and the Administrative Agent (AA).

The members of the Management Committee are: Office of Planning and Budget (OPP), National Public Education Administration (ANEP), the Resident Coordinator's Office (RCO), the executing agencies (UNESCO, UNICEF) and the associated UN Agencies (UNAIDS, UNFPA, UNIFEM).

Governance mechanisms for the Uruguay One UN Coherence Fund.



IV. 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.

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

1.1 Comparative report of the educational policies in the selected countries that offers inputs for the elaboration of a National Education Plan. (UNESCO)

During the first semester of the year the elaboration of assessments of the state of affairs of education policy continued. In this respect an analysis of the proposed educational policies was conducted.

1.2 Assessments on the different aspects of the education in Uruguay that can be used as inputs for the elaboration of a National Education Plan. (UNESCO)

Two analyses were developed by the International Institute of Educational Planning of UNESCO (IIEP):

- A quantitative diagnosis of the ANEP educational system across the traditional education macro indicators, as well as of the evolution in the assignment of funds to the education and of the educational wages.
- Comparative study of Uruguay's education system with others from countries with better and worse performance.

Additionally, the following analyses were also developed:

- Synthesis report on offers of educational policies in the post-dictatorial Uruguay (1985-2009).
- The General Education Law N° 18.437: reconstruction and analysis of the elaboration process.

- The General Education Law N° 18.437: programmatic definitions and institutional arrangements.
- The education within the framework of the national strategy for infancy and adolescence (ENIA): axis for the formulation of an educational policy.
- The national education plans in Latin America. Comparative analysis and lessons learned for Uruguay.

These materials can be accessed through ANEP's Web Page - National Education Plan (<http://www.anep.edu.uy/sitio/anep.php?identificador=343>)

1.3 Development plan for the educational subsystems. (UNESCO)

In order to begin advance towards a participative elaboration of the future National Education Plan by ANEP, the Central Board of Directors (CODICEN) specified the order in which consultations would be carried out. It also dictated that these consultations would be strictly exploratory and descriptive of the actors of the education system: teachers, students, Teachers' Technical Assemblies and education trade unions. The consultation to teachers was organized in a decentralized manner by Departmental Commissions and their integration was defined by CODICEN, relying on the Departmental Inspector of Primary Schools, the President of the Secondary Schools Council of Principals, the Director of the Technical School and the Director of Educational Formation.

The consultation to teachers was made in two stages, through the institutions of four subsystems in the whole country, and subsequent regional meetings.

There were 111 workshops in the country, with an average participation of 25 teachers per workshop. In 56 of the workshops, there were observers of the technical team that would later process the information gathered. (August - September 2009).

Once the departmental workshops concluded, every Departmental Commission was in charge of synthesizing the generated contributions and sent it, together with the minutes of the rooms, to the second stage of the consultation, which took place between October and November, 2009: five Regional Meetings were held.

The first approximation to students' opinions was carried out by a self-administered form in a meeting of the Student Council in which 133 answers of student delegates were obtained. There also were 25 answers obtained in a meeting of student delegates to the Technical and Professional Education Council (CETP).

A discussion document was drafted "National Education Plan 2010 - 2030 of ANEP. Contributions for its elaboration". The document includes:

- I. The theoretical setting and context for a National Education Plan.
- II. Educational planning: conceptualization, models and National Plans in Latin America.
- III. Diagnostic of trends of the educational national system: nine central points for the educational agenda.
- IV. Towards a National Education Plan of Education for Uruguay: desirable characteristics.
- V. Analysis of results of the first educational consultation.

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

Through this output a webpage was designed to publish, interact, and develop communication strategies to address violence and emerging risks at education centers with affected parties and other stakeholders. Didactic materials and advances are also presented. The web page is the following <http://www.convivencia.edu.uy/>

2.1 Improving and extending the network of stakeholders and institutions involved as well as the response mechanisms toward violence. (UNICEF)

During 2009, negotiations continued on agreements with the directors of the different educational subsystems to implement activities that encourage the formation of a network of stakeholders to address violence in the schools.

The work strategy encourages the participation of the school principals and inspectors of the selected schools to take part in this pilot experience as well as the Pre-School and Primary School Council (CEIP). A web page is also being designed to provide support and follow-up on the activities implemented.

The result of these collaborative efforts has been the Coexistence Approach that is being developed through activities at the schools. These activities must take into account the interpersonal relations, situations that encourage coexistence, and learning of social skills necessary to deal with this challenge.

Schools in three regions were chosen to implement a Coexistence Approach. In close cooperation with principals and inspectors of the selected schools, the three regions were;

- Region 1: Montevideo West, San Jose, Canelones West and Flores
- Region 2: Canelones Coast and Maldonado
- Region 3: Montevideo Center, East and Canelones Pando

Participants of the Regional Meetings

- 1- Directors of practice schools
- 2- Directors of daycare centers
- 3- Directors of critical context schools
- 4- Directors of full time schools
- 5- Directors of special schools
- 6- Directors of common schools
- 7- Directors of rural Schools
- 8- Pedagogic and didactic support centre for rural schools (CAPDER) representatives
- 9- Members of the programme of enjoyable schools team
- 10- Zone inspectors of the participant schools
- 11- Departmental inspectors
- 12- Students of 4th year of teaching degree from Montevideo and the Institutes of Educational Formation of San Jose, Canelones Pando, Canelones Coast, Canelones West and Maldonado.
- 13- Directors of educational formation centers
- 14- Local focal points of the coexistence project

Workshop participants meet twice-month to continue generating opportunities for training and follow-up of the work realized in the centers. Participants identify lessons learned in the implementation of

the Coexistence Approach as well as possible tools that could enhance its implementation. The Coexistence Approach developed through this project it is being implemented in 54 schools. The Monitoring and follow-up is realized in coordination with the actors of the system as well as the planning of each one of the instances of regional work.

Schools in the departments that are not taking part of this pilot exercise have also started to receive advice and tips through distance courses. In addition, local school inspectors are being encouraged to lead groups of teachers within their jurisdictions to process, reflect, produce and systematically implement best practices that incorporate the Coexistence Approach in schools.

2.2. Decrease of conflicts between students in educational centers. Improve the capacity of teachers and personnel to provide solutions to problems of coexistence and violence in the frame of a democratic culture and respect to the Human Rights. Early Training of future teachers and effective support to the Educational Centers. (UNESCO)

Training activities were developed for future teachers to learn techniques and response mechanisms to conflict resolution. Future teachers were also given the opportunity to work in schools as interns and implement conflict resolution techniques and projects. In total, 32 interns were hired and performed activities in 40 schools.

The interns were 3rd and 4th year students with excellent academic standing from the Artigas Teachers' Institute (IPA), Institute of Educational Formation (IFD) and Teachers' Regional Centers (CERP).

The objectives for the work performed by the interns were:

- To enhance the training of IPA, CERP and IFD students in the area of coexistence at the educational centers.
- To provide opportunities for the students to the day-to-day reality of the educational institutions promoting the integration of the theoretical - practical knowledge.
- To record, practice and develop programmes and recommendations on how to address conflict resolutions as these interns take part of the academic life in the high schools.

In a complementary way, meetings were held twice a month in each one of the established regions. Representatives from the CES participate in these meetings, and contribute their vision of the work as well as provide institutional legitimacy to the work being performed by the interns.

Interns have participated in schools of the following Departments: Canelones, Montevideo, Rivera, Rocha, Salto, San Jose, Tacuarembó.

The work developed by the interns can be summarized as follows:

Line of work	Developed activity
Promotion of the Universal Basic Cycle Programme (PIU) Programme	Coordination models and psycho-social team, derivation tutorships, students support, material distribution, library
Teachers	Meetings with the Principal's team, coordination workshops, sex education, interviews.

Line of work	Developed activity
Students	Playful workshops, music workshops, cinema debates, self-esteem and motivation. Work "in the halls", work with "troubled" groups, accompaniment strolls, interviews. Conflict mediation. Work with class delegates. Interviewed student Brigades.
Institutional Projects	Elaboration of the "Coexistence Code". Preparation of a playful box, Organization of game spaces. High school magazines. "Participation", "The wall", "reading marathon", "Timbo Project", "welcome committee", "room decorations"
Families Community	Joint workshops with families on conflict resolution. Coordination of work with other institutions in the community including nearby schools.

2.3 Generation and systematization of knowledge in the area of coexistence in educational spaces. (UNESCO)

In this line of work three documents were developed that contribute to the knowledge in the area of coexistence.

The first document was the "Guide for the promotion of good coexistence environment in the School and Strategies of Conflict Resolution." It was developed jointly with the regional inspectors and the Departmental focal points.

The Guide will be delivered to every school in the country in March (2010), coinciding with the beginning of the school year, as an input to enhance coexistence in the centers. It does not pretend to be a finished document but seeks to be a "starter" for the incorporation of the dimension of coexistence in the schools.

Secondly, "Writing practice" is a compilation of the writings from the interns and their experiences in dealing with conflict resolution. The intent of the publication is to be a reference material providing information on the experiences lived by the interns.

Finally, "Delivery of Support Material". This is a compilation of material that was presented to the Principals and the Inspectors at work meetings. In general the material contains the key action lines of the programme as well as possible tools for the study of the coexistence in education centers.

2.4 Observatory on coexistence in the educational centers in Uruguay. (UNICEF)

The Observatory of coexistence in the Educational Centers in Uruguay proposes to work to promote the healthy coexistence in the centers, promoting the participation of the different actors.

The observatory has surveyed the practices and tools that enhance coexistence by gathering information directly from key stakeholders of their daily activities.

Discussion groups with teachers, students and other actors of the educational centers were implemented in order to know their points of view concerning to the characteristics of the coexistence in the centers in which they work every day.

For future actions, the programme would gather data and information available in the country to facilitate statistical analyses on the area and eventually to seek the implementation of a coexistence survey of the education centres. The objective is to develop similar lines of work for all the educational subsystems trying to encourage the participation of the diverse stakeholders and rescuing the points of view of every center.

ANEP's Educational Monitor

A survey tool was developed to gather information and opinions from School Principals and the representatives of the CEIP. The statistics division of ANEP included a set of questions in their survey of educators that address the coexistence in the education centers. In addition, an agreement was reached to study possible education policies that enhance good coexistence environment within the education centers.

The following activities were developed:

- Analysis of the documentation, the databases and the existing documentation.
- Coordination of the statistics and existing records and report of new statistical information on the subject.
- Report and analysis of the existing observatories in the region.
- Analysis of the forms used in the Monitor of the ANEP.
- Systematization of the information provided by the studied observatories.
- Presentation of the Observatory to the representatives of the Different Subsystems of ANEP.
- Elaboration of a plan work with the Technological University of Uruguay within the framework of the Observatory.

The advances achieved in the mentioned subsystem allowed to the resolution of a work plan and the steps necessary to implement the approach.

Discussion workshops were held in the schools of Pando Technical School, Las Piedras Technical School, Arroyo Seco Technical School, Malvín Norte Technical School and Paso de la Arena Technical School. The results of the workgroups are presented in:

<http://www.convivencia.edu.uy/observatorio.html>

V. FUTURE WORK PLAN

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

- To have specific itineraries of development for the different educational subsystems. Validation of the Plan.
- To possess a methodology of monitoring and evaluation of the National Education Plan.
- Design of an evaluation and follow-up system of the development of the National Education Plan.
- Implementation of the evaluation and follow-up system of the National Education Plan.

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

- To promote an academic and technical debate that considers the lines of action for educational policies in this area. Hold a congress with participation of academics as well as national and international specialists. Publicize the conclusions of the congress.
- To have statistical and geo - referenced information that constitutes an input to define and re-define the lines of action for educational policies in this area. Systematic analysis of the information available through the observatory.

- Monitoring and evaluation of the educational policies of violence prevention in the educational centers.

In the line of work of the Coexistence Observatory, there will be a systematization of the information received, and this will be an input for the National Education Plan. On the other hand, a National Survey will be conducted. This experiment seeks to quantify, generalize, objectively look at reality from an external position, and obtain directly the views of stakeholders in the development of coexistence in schools. The information collected will seek to provide statistical information and represent the views and values employed on a daily basis. The technique proposed to relieve the information is a self-administered survey (managed by personnel qualified for it) with pupils, teachers and people of the educational centers participants.

The project will continue coordinating actions with the Investigation, Evaluation and Statistics Division to the effects of promoting the appropriation of the coexistence observatory within ANEP as a tool for the generation of educational policies.

It is considered necessary to continue a deeper coordination with the Sex Education Programme (Output of the Project G of the Delivering as One), fundamentally seeking the areas where both programs complement each other.

Finally, to continue promoting the key areas of work began through the project, support will be sought for the institutionalization of these activities within the different programs supported by CODICEN.

VI. MONITORING

Expected results	Indicators	Status/measure
Output 1: Elaboration of a National Education Plan.	• Assessment of the state of affairs of education policies.	In progress
	• Assessments on the aspects of education in Uruguay as inputs for elaborating the National Education Plan.	7 completed
	• Development of framework for a national education plan.	Drafted
	• Number of teachers consulted through workshops for the development of the framework.	2,775
	• Number of students consulted through workshops for the development of the framework.	133
Output 2: Prevention of violence and emerging risks in education centres.	• Establishment of a Coexistence Approach.	Completed
	• Number of schools where coexistence approach has been implemented.	54
	• Number of teachers trained on conflict resolution.	32
	• Departments where student workshops were held.	7
	• Studies developed coexistence at schools.	3
	• Establishment of Observatory of Coexistence at Educational Centers.	Operational
	• National Survey on Coexistence.	Not available

VII. ABBREVIATIONS AND ACRONYMS

AA	Administrative Agent
ANEP	National Public Education Administration
ATD	Teachers' Technical Assemblies
CAPDER	Pedagogic and Didactic Support Centre for Rural Schools
CEIP	Pre-School and Primary School Council
CERP	Teachers' Regional Centers
CETP	Technical and Professional Education Council
CFCC	Coherence Fund Consultative Committee
CFSC	Coherence Fund Steering Committee
DaO	Delivering as One
IFD	Institute of Educational Formation
IIFE	International Institute of Educational Planning
IPA	Artigas Teachers' Institute
MDTF	Multi-Donor Trust Fund
OPP	Office of Planning and Budget
PIU	Promotion of the Universal Basic Cycle Programme
PUNO	Participating United Nations Organization
RCO	Resident Coordinator's Office
UNAIDS	Joint United Nations Programme on HIV / AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Fund for Children
UNIFEM	United Nations Fund for Women
UNRC	United Nations Resident Coordinator
UNS	United Nations System