



Uruguay One UN Coherence Fund

Final Project Narrative Progress Report

Submitted by: Susan McDade, United Nations Resident Coordinator in Uruguay
 Contact information: susan.mcdade@undp.org

Country and Thematic Area
 Uruguay, Support for the strengthening of education policies.

Programme No: F1
MDTF Office Atlas No: 66246
 Programme Title: Support for the strengthening of education policies

Participating Organization(s):
 Resident Agencies: UNESCO, UNICEF

Implementing Partners:
 Office of Planning and Budget (OPP)
 National Public Education Administration (ANEP)

Programme Budget (from the Fund):

UNESCO	393,653
UNICEF	119,947
Total:	US\$ 513,600

Programme Duration (in months): 25
Start date¹: 30-Jul-2008
End date: 23-Aug-2010

Original end date 30-Jun-2010
 Revised end date: 23-Aug-2010 in accordance with ToRs for the Uruguay One UN Coherence Fund and the grace periods it grants.

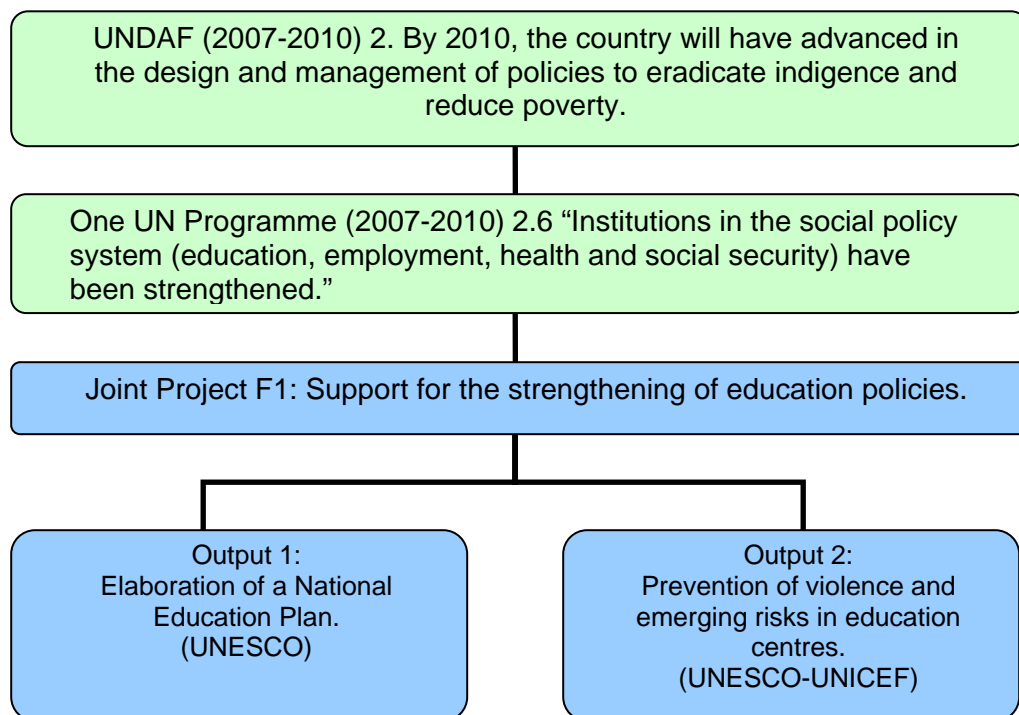
No budgetary revisions.

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

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 supported the development of inputs for a National Education Plan, taking into account the necessary harmonization with other State organizations and institutions beyond the National Public Education Administration (ANEP). It also implemented strategies to prevent emergent violence and deterioration of personal safety at educational centres.</p>
<p>Development Goal:</p>	<p>UNDAF (2007-2010) 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 (2007-2010) 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)	Approved Transfers to PUNOs (2010)
UNESCO	393,653	78,351	246,047	393,653
UNICEF	119,947	23,112	87,633	119,947
Total:	US\$ 513,600	US\$ 101,463	US\$ 333,680	US\$ 119,947

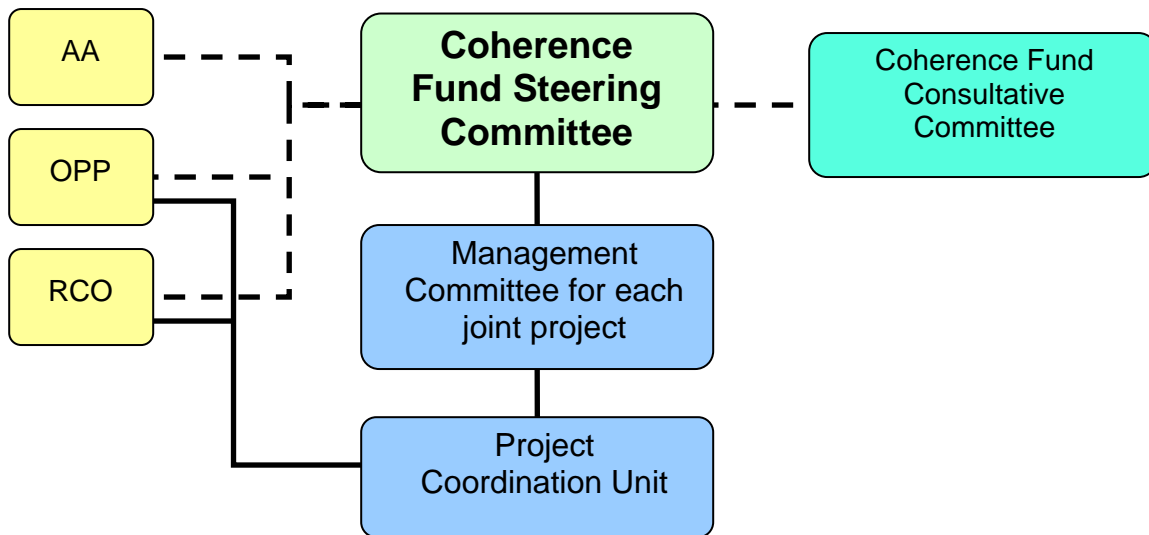
III. IMPLEMENTATION AND MONITORING ARRANGEMENTS

To support the One UN Programme (2007-2010), 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 were: Office of Planning and Budget (OPP), National Public Education Administration (ANEP), the Resident Coordinator's Office (RCO), the executing UN Agencies (UNESCO, UNICEF) and the associated UN Agencies (UNAIDS, UNFPA, UNIFEM).

Governance mechanisms for the Uruguay One UN Coherence Fund.



IV. RESULTS

Partnerships and inter-Agency relationship. Impact on results:

The Management Committee gathered all relevant stakeholders in the joint project and was utilized as the space to share information and to reach consensus on issues related to the implementation of the agreed activities. National Counterparts often utilized this space as an interaction between their institutions. This was a positive externality facilitated by the joint project.

Throughout implementation, there was a very good level of collaboration among implementing UN Agencies (UNESCO, UNICEF); this facilitated planning activities, adjusting the work plan and monitoring the implementation of the project. UN Agencies coordinated their efforts and often adjusted their implementation strategies according to the needs of the project as a whole.

Despite the good will and efforts demonstrated in-country by the UN Agencies, it is necessary to note the difficulties encountered by Agency HQ units in the final financial rendition and the return of remaining funds to the Coherence Fund as agreed in the Terms of Reference.

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

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

The inputs for the development of the National Education Plan were successfully elaborated and delivered to the corresponding national authorities. The analysis was very well received and considered to be a germane contribution for the design and implementation of a National Education Plan.

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 pos-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.

1.3 Development plan for the educational subsystems. (UNESCO)

With the purpose of advancing towards a participative elaboration of the future National Education Plan by ANEP, the Central Board of Directors (CODICEN) specified how the consultations would be carried out. It also dictated that these consultations had to 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.

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 meetings, to the second stage of the consultation: 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)

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

Directors of the different educational subsystems dialogued on how to implement activities that encouraged the formation of a network of stakeholders to address violence in the schools. The work strategy encouraged 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).

The result of these collaborative efforts was the Coexistence Approach that was developed through activities at the schools. These activities took 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 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 met twice-month to continue generating opportunities for training and follow-up of the work realized in the centers. Participants identified 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 was implemented in 54 schools. The Monitoring and follow-up was carried out 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 did not take part of this pilot exercise also received advice and

assistance through distance courses. In addition, local school inspectors were encouraged to lead groups of teachers within their jurisdictions to process, reflect, produce and systematically implement best practices that incorporated the Coexistence Approach in schools.

Through this output, a webpage was designed and launched in order 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 were also presented. The web page is [<http://www.convivencia.edu.uy/>].

Finally, a debate on the lines of actions for educational policies was held incorporating international specialists on the topic and local counterparts.

2.2. Decrease of conflicts between students in educational centers. Improve the capacity of teachers and personnel in order 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 non-violent coexistence at the educational centers.
- Provide first-hand opportunities for the students of the educational institutions in order to promote the integration of theoretical - practical knowledge.
- 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 participated in these meetings, contributing with their perspectives about the work as well as providing institutional legitimacy to the labor carried out by the interns.

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

The project deepened its actions with the Sex Education Programme supported by project G collaborating and strengthening the areas where both programmes can support each other.

Support was sought for the institutionalization of these activities within the different programs supported by CODICEN.

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

In this line of work the following studies and documents were developed to contribute to the knowledge in the area of coexistence.

"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 was delivered to every school in the country as an input to enhance coexistence in the centers. It did not claim to be a finished document but sought to be a "starter" for the incorporation of the dimension of coexistence in the schools.

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

"Delivery of Support Material". This was a compilation of material that was presented to the Principals and the Inspectors at work meetings. In general the material contained 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 promoted healthy coexistence in the centers incorporating the participation of different stakeholders and groups. Through the technical assistance of this project, the observatory 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 to collect their points of view concerning to the characteristics of the coexistence in the centers in which they work every day.

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 addressed the topic of 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 work plan with the Technological University of Uruguay within the framework of the Observatory.

The advances achieved in the mentioned subsystem enabled the elaboration of a work plan and the necessary steps 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:

[\[http://www.convivencia.edu.uy/observatorio.html\]](http://www.convivencia.edu.uy/observatorio.html)

V. MONITORING

Expected results	Indicators	Status/measure
Output 1: Elaboration of a National Education Plan.	• Assessment of the state of affairs of education policies.	Completed
	• 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

VI. 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
IIEP	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