

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

**URUGUAY**

**SECONDARY AND TECHNICAL EDUCATION AND TEACHER  
TRAINING SUPPORT PROGRAM**

**(UR-L1050)**

**LOAN PROPOSAL**

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ELECTRONIC LINKS	
<b>REQUIRED</b>	
1.	Annual Work Plan (Plan of activities for the first disbursement and the first 18 months of implementation) <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367469">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367469</a>
2.	Monitoring and Evaluation Arrangements <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35369562">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35369562</a>
3.	Complete Procurement Plan <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35373998">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35373998</a>
4.	Environmental and Social Management Report <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35368520">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35368520</a>
<b>OPTIONAL</b>	
1.	Ministry of Education 2009 Statistical Yearbook <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367466">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367466</a>
2.	2010-2015 Action Plan. Strategic Coordination Committee on Children and Adolescents <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367476">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367476</a>
3.	Central Executive Council (CODICEN) <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367464">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367464</a>
4.	Council on Early and Primary Education <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367465">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367465</a>
5.	Macroeconomic Context <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35366904">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35366904</a>
6.	System Data <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367468">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367468</a>
7.	Economic Scaling of Universal Coverage in the Basic Cycle of Secondary Education <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367473">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367473</a>
8.	2010-2030 National Strategy for Children and Adolescents. Strategic Coordination Committee <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35282588">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35282588</a>
9.	2010-2030 National Strategy for Children and Adolescents. Basic Provisions Governing Implementation <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367475">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367475</a>
10.	National Public Education Administration (ANEP) Gazette - May 2010 <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367467">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367467</a>
11.	Youth in Uruguay <a href="http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367471">http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367471</a>

12. General Education Law (Law 18,437)  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367470>
13. Risk Matrix  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35367460>
14. The Bank's Country Strategy with Uruguay  
<http://cur/LinkClick.aspx?fileticket=5dRbfz9sKJI%3d&tabid=3316&language=es-ES>
15. Updated Country Strategy  
<http://cur/LinkClick.aspx?fileticket=Myjow7K8kwg%3d&tabid=3316&language=en-US>
16. Uruguay 2010 Country Program Document  
<http://cur/LinkClick.aspx?fileticket=8OGcTQNHk4%3d&tabid=3316&language=en-US>
17. Fiduciary Agreements and Requirements  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35370167>
18. Comprehensive Evaluation of Outcomes  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35370125>
19. Study for Demand Factors  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35369581>
20. National Census of Teachers  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35369576>
21. ANEP after Reforms and Two Administrations (1995-2004)  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35392741>
22. Cost-effectiveness of "Open Secondary Schools" and "Interface" Programs in Uruguay  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35392719>
23. Education Technical Note  
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35278631>

## ABBREVIATIONS

ANEP	Administración Nacional de Educación Pública [National Public Education Administration]
CERP	Centro Regional de Profesores [Regional Center for Teachers]
CETP	Consejo de Educación Técnico-Profesional [Vocational Education Council]
CODICEN	Consejo Directivo Central [Central Executive Council]
ENIA	Estrategia Nacional para la Infancia y Adolescencia [National Strategy for Children and Adolescents]
ICTs	Information and communication technologies
IUDE	Instituto Universitario de Educación [University Institute of Education]
MEC	Ministry of Education
MEMFOD	Modernización de la Educación Media y la Formación Docente [Modernization of Secondary Education and Teacher Training]
OECD	Organization for Economic Development and Cooperation
OR	Operating Regulations
PISA	Program for International Student Assessment

## PROJECT SUMMARY

### URUGUAY SECONDARY AND TECHNICAL EDUCATION AND TEACHER TRAINING SUPPORT PROGRAM (UR-L1050)

Financial Terms and Conditions						
Borrower: Eastern Republic of Uruguay			Amortization period:	25 years		
Executing agency: National Public Education Administration (ANEP)			Grace period:	5 years		
			Disbursement period:	5 years		
<b>Source</b>	<b>Amount (US\$ million)</b>	<b>%</b>	Interest rate:	LIBOR		
			Inspection and supervision fee:	*		
IDB (Ordinary Capital)	48.0	42	Credit fee:	*		
Local	66.5	58	Currency:	U.S. dollars from the Single Currency Facility of the Bank's Ordinary Capital. Conversion option to Uruguayan pesos: Local Currency Facility (LCF)		
Total	114.5	100				
Project at a glance						
<b>Project objective:</b>						
The general objective of the program is to contribute to the policy of access to and retention in the basic general and vocational secondary education. The specific objectives are to: (i) improve teacher performance and training by supporting the policy on retention and professionalization of teacher training; (ii) improve retention in basic general and vocational secondary education; (iii) increase access to basic general and vocational secondary education; and (iv) improve education system management processes (paragraph 1.20).						
<b>Special contractual conditions:</b>						
<b>Precedent to the first disbursement:</b> Evidence that the baseline has been established for: (i) subcomponent 2.2 (Coordination between levels and modalities); and (ii) subcomponent 3.1 (Construction and equipment of education centers, referring to education centers with a maximum of 33 students per classroom and 800 students per secondary school) (paragraph 3.6).						
<b>Exceptions to Bank policies:</b>						
None.						
<b>Project consistent with country strategy:</b>						
		Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]			
<b>Project qualifies as:</b>						
		SEQ [ <input checked="" type="checkbox"/> ]	PTI [ <input type="checkbox"/> ]	Sector [ <input type="checkbox"/> ]	Geographic [ <input type="checkbox"/> ]	Headcount [ <input type="checkbox"/> ]

\* The credit fee and inspection and supervision fee will be established periodically by the Board of Executive Directors as part of its review of the Bank's lending charges, in accordance with the applicable provisions of the Bank's policy on lending rate methodology for Ordinary Capital loans. In no case will the credit fee exceed 0.75% or the inspection and supervision fee exceed, in a given six-month period, the amount that would result from applying 1% to the loan amount divided by the number of six-month periods included in the original disbursement period.

## I. DESCRIPTION AND RESULTS MONITORING

### A. Background, problems, and rationale

- 1.1 The education system in Uruguay is broken down into six levels: early childhood (3-5 years); primary (6-11 years); basic secondary (12-14 years); upper secondary (15-17 years); higher education (18 and up); and post-graduate education. School is compulsory for 14 years, starting at age 4. Public education is the primary responsibility of three institutions: (i) the Ministry of Education and Culture (MEC), which coordinates education policies; and (ii) two autonomous entities: (a) the National Public Education Administration (ANEP), which formulates and implements policies on early, primary, and secondary education, and—until implementation of the new General Education Law—teacher training; and (b) the University of the Republic, responsible for university education. These three institutions constitute the Coordinating Commission of the National Public Education System, which has consultative status.
- 1.2 Once the General Education Law is implemented, ANEP will be headed by a governing body, the Central Executive Council (CODICEN), which guides the management of the various levels of education through four decentralized education councils: Early Childhood and Primary Education; basic secondary; upper secondary; and Vocational Education (CETP), which includes tertiary technical education (technical degrees). With the passage of the General Education Law,<sup>1</sup> teacher training will become the responsibility of the University Institute of Education.
- 1.3 The General Education Law establishes a new institutional framework, which for secondary education requires the creation of a Basic Secondary School Council and an Upper Secondary School Council to oversee secondary education. Each of these councils will include vocational and technology training. The law also creates the University Institute of Education (IUDE), the Tertiary Education Institute, and the National Evaluation Institute.
- 1.4 **Challenges in education.** Uruguay faces two strategic challenges: (i) increasing access to secondary education and the retention of students, particularly in low-income areas; and (ii) improving education quality, in terms of both learning achievement and the knowledge and skills necessary to succeed in today's society.
- 1.5 Uruguay has achieved almost-universal primary education for five-year-olds (96.7%),<sup>2</sup> and has made significant progress in reaching four- and three-year-olds (83.1% and 53.5%, respectively). Nevertheless, the net enrollment rate among 12- to 14-year-olds is 67.8%, and only 38.8% among 15- to 17-year-olds. Attendance drops starting at age 13 or 14, and a high number of students drop out in the transition from primary to secondary school. This phenomenon has a strong

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<sup>1</sup> General Education Law 18,437 of 12 December 2008.

<sup>2</sup> ANEP's Education Observatory, based on 2008 data. <http://www.anep.edu.uy/observatorio/>.

- socioeconomic bias, disproportionately affecting students from the poorest households.
- 1.6 Grade repetition, in addition to being an indicator of the system's internal inefficiency, is also associated with high dropout rates among secondary school students. In 2007, 24% of students in the first four years were held back. This situation and the low educational achievement that accumulates starting in primary school, coupled with the socioeconomic context of the households, the opportunity cost for young people to attend traditional secondary school or technical school, the lack of flexibility in educational pathways (which is also a problem in teacher training), and students' perception that their lessons are irrelevant to the real world, finally lead them to drop out. As an indication of the education system's inability to retain students, almost three out of every ten 15- to 17-year-olds did not attend any kind of school in 2008. In the same year, approximately seven out of ten 17- to 18-year-olds had completed basic secondary school and almost four out of ten 21- to 22-year-olds had completed upper secondary school. Among students who do complete the different levels of education, a large percentage needs additional time. Only 55% of children complete primary school on time, while 31% require an additional year and 14% need two or more years (2007).
  - 1.7 With regard to the quality of education, the 2006 PISA (Program for International Student Assessment) and SERCE (Second Regional Comparative and Explanatory Study) tests suggest that Uruguay holds a strong position at the regional level, but is well below the countries in the Organization for Economic Development and Cooperation (OECD), including some with per capita incomes similar to Uruguay's. In the 2006 PISA test, Uruguay placed first in the region in mathematics and second in reading and science, but it was well behind the participating OECD countries. Additionally, Uruguay was one of the countries participating in the test with the greatest standard deviation among schools, suggesting significant variability by socioeconomic level. The PISA test also showed that one out of every three Uruguayan 15-year-old students is below level in reading and math, and that 14% of all students evaluated were unable to correctly complete the easiest activities of the test in both disciplines.
  - 1.8 There is evidence that graduation rates among Uruguayan youth, particularly those from the poorest socioeconomic groups, are inadequate and that students do not acquire the knowledge or skills needed to compete in a globalized world (see [2010-2030 National Strategy for Children and Adolescents](#)). Early dropout rates and poor school performance vary greatly based on socioeconomic level, household educational climate, and the student's place of residence.
  - 1.9 **Education strategy of the country and Bank support.** Based on the diagnostic assessments described above, Uruguay has developed a set of goals for 2030 that are set forth in the National Strategy for Children and Adolescents (2010-2030 ENIA), including universal basic secondary school graduation, a significant increase in upper secondary graduation rates, and improvements in the quality of learning achievement for poor children and adolescents. In order to reach these



- goals, the strategic guidelines of the 2010-2030 ENIA include strengthening and transforming the education system through the promotion of education projects tailored to the target population, with flexible classroom hours in line with modern family and social realities, and human-scale schools that allow for personalized education.
- 1.10 In terms of outcomes, the strategy establishes the following goals: (i) 85% of 18- to 20-year-olds have completed basic secondary school in 2015 (100% in 2020); (ii) 55% of 21- to 23-year-olds have graduated from upper secondary school in 2015 (70% in 2020 and 90% in 2030); (iii) at least one third more of the students taking the 2015 PISA score above level 2 in language and mathematics (in comparison with 2009); (iv) the gap between the highest-performing quintile and the lowest-performing quintile drops by one half; (v) grade repetition in basic and upper secondary school does not exceed 15% of students, along with the associated reduction in over-age students; (vi) rates of grade repetition in basic and upper secondary school students do not vary by more than 10% across socioeconomic sectors; and (vii) there is a significant reduction in dropout rates.
  - 1.11 **Current secondary education policies and programs.** Policies and programs are currently being developed to strengthen and adapt education by improving aspects such as curricula, teaching staff, and infrastructure and by promoting demand for secondary schooling among students with difficulties accessing and remaining in the education system.
  - 1.12 A new curriculum structure was established based on the design of core subjects and electives. This reformulation consolidated the extension of class time during basic secondary school and sought to make an improvement by implementing a unified curriculum, rather than the varied plans and programs that had previously coexisted. It also launched specific programs, notably the Program to Promote and Strengthen Basic Secondary School Education, which provides special support to basic secondary schools experiencing serious socio-educational difficulties and schools with consistently high grade repetition rates over the past 10 years. Other strategic approaches have focused on school dropouts, notably the Community Classroom Program, which seeks to bring dropouts back to basic secondary school. It has also launched programs promoting graduation from upper secondary school. Lastly, the noteworthy Ceibal Plan, a one-on-one computer program, was rolled out in the first grade of basic secondary school in 2010.
  - 1.13 Changes have been made in the area of vocational education to strengthen vocational and technological supply at different levels and to better adapt courses to the demands of the productive sector. Efforts have been made to universalize access to basic secondary school education through the design of diverse curricula that include a vocational component (basic vocational training), and by offering technological education from an early age (basic technological training and basic agricultural technology training in rotation). Within the framework of the vocational training system, work literacy and labor market credentials and a stronger link between education and work are sought. Progress has also been made

- in increasing the supply of upper secondary school education (technological secondary degrees and higher vocational training), bringing programs more in line with developments in the productive world.
- 1.14 On the demand side, the following are noteworthy: (i) family allowances, which, as of 2008,<sup>3</sup> expanded benefits for children in households in the poorest quintile, substantially increased the amounts allocated, and promoted the integration of adolescents into the education system by providing higher payments for students in secondary school; and (ii) student scholarships, aimed at providing access to education for 14- to 17-year-olds from poor households. The scholarship program is limited in size and benefitted 1,400 students in 2008.
- 1.15 **The Bank's work on education in Uruguay.** The Modernization of Secondary Education and Teacher Training (MEMFOD) Program, approved in November 2001, is in its final stage, with the disbursement period ending on 21 December 2010. The purpose of the MEMFOD program, in the amount of US\$107 million (loan in the amount of US\$75 million), was to help consolidate and deepen the policies aimed at improving quality and increasing equity in secondary education and teacher training in Uruguay, bringing the educational reforms being implemented in line with the new demands of the information society. The MEMFOD program also incorporated two components that helped achieve both of these objectives in a cross-cutting manner. First, the program included a series of actions aimed at strengthening and consolidating teacher training by improving infrastructure and subsystem management and evaluation processes. Second, actions were financed to improve ANEP's efficiency and performance, in the context of which computer systems were developed for its management.
- 1.16 In order to help achieve universalization of the basic cycle of secondary education, action lines were developed related to the expansion of school infrastructure (physical works, equipment, and educational materials) and to quality improvement projects, including monitoring, adjustments to curricular reform, and a redefinition of course offerings based on skill sets and teacher training groups. For the objective related to transformation of the second cycle of secondary education, a line of action was incorporated to expand school infrastructure, along with other measures, such as the development of learning resource centers and the extension and strengthening of technology degree programs.
- 1.17 The Project Completion Report is currently being drafted. The main lessons learned from the MEMFOD program were: (i) the importance of continuing to strengthen ANEP's management capacities, with a focus on technical decentralization in the execution of programs financed with foreign loans; (ii) the need to correctly design the input-output-outcomes logical chain, so as to avoid linking the actions of a specific program to outcomes of the education system as a whole; and (iii) the design of rigorous evaluations of the main program actions, as a contribution in and of themselves to the debate on education policy.

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<sup>3</sup> Law 18,227.

- 1.18 **Program rationale.** The main challenge in secondary education (12- to 17-year-olds) is increasing student enrollment and retention in order to improve performance throughout a student's career, with particular attention for 15- to 17-year-olds from the most vulnerable households, who are at high risk of dropping out and who have repeated grades and fallen behind starting in primary and basic secondary school. In response to these challenges, Uruguay's education policy has established a set of strategies and policies in the framework of the 2011-2015 budget. With regard to upper secondary education, a set of activities is put forward aimed at generating proposals for improving student retention rates and learning. Some of these proposals are expected to be ready by the end of 2011. In this regard, this operation will focus on supporting targets related to access to the basic cycle and retention of students, and advancements in teacher training and technical education. These actions will serve as a foundation for the policies and actions proposed for upper secondary education over the next few years. The program will focus on: (i) supporting the universalization of secondary education and improving learning quality, through the expansion of building infrastructure and upgrading of physical classroom conditions (school infrastructure, teaching materials, use of new technologies); (ii) improving initial and ongoing teacher training, based on an institutional and curricular reorganization aimed at providing current and future teachers with greater, more in-depth knowledge of teaching and subject matter, thereby generating a process to improve student achievement; (iii) supporting the design and adaptation of educational pathways to offer more flexible and relevant alternatives that meet students' needs and society's demands, with an emphasis on vocational education to prepare skilled human resources for the country's productive development, as a measure to improve secondary education retention rates; and (iv) supporting the evaluation of programs and actions to coordinate between the levels at the beginning and end of basic secondary school. The program will also support improvements in school management, with greater deconcentration in the schools and linkage with the community, which will be encouraged to participate through participatory councils and technical education consultative councils.
- 1.19 With regard to investments in education infrastructure, the program will support the policy under which such investments will be used to adapt classroom, learning, and information processes, strengthening teachers' communication with families and the community in order to create a better school environment. The program will support these investments in accordance with the following criteria defined by the Uruguayan education system for the expansion and/or upgrading of education infrastructure: (i) maximum enrollment of 800 students in two shifts, with a maximum of 12 common classrooms for groups of 33 students per room; (ii) changes to the education system structure, primarily a reduction from three to two secondary school shifts, and the separation of basic and upper secondary schools, which lead to increasing demand for teaching space; (iii) resolution of functional maintenance or structural problems; and (iv) increased general or specific demand in particular geographic regions, especially in terms of the potential rise in demand for secondary education resulting from the impact of the

family allowance reforms (paragraph 1.14) on school attendance by children from the poorest households.<sup>4</sup> With regard to teacher training infrastructure, the program will support the policy aimed at increasing the professionalization of teacher education. In this context, the program will contribute 16% of the country's total investments in the 2011-2015 period for the construction of education centers. This investment will include furniture for new education centers, teaching materials, and the establishment of conditions that are suitable for the development of the Ceibal Plan.

## **B. Objectives, components, and cost**

- 1.20 The general objective of the program is to contribute to the policy of access to and retention in the basic cycle of general and vocational secondary education. The specific objectives are to: (i) improve teacher performance and training by supporting the policy on retention and professionalization of teacher training; (ii) improve retention in basic general and vocational secondary education; (iii) increase access to basic general and vocational secondary education; and (iv) improve education system management processes.

### **1. Component 1. Teacher training (US\$16.9 million)**

- 1.21 The objective of this component is to support actions to increase the quality of initial and ongoing teacher training, in order to improve teacher performance and student learning in Uruguay. There will be three subcomponents:
- 1.22 **Initial teacher training** (US\$1.6 million). The objectives of this subcomponent are to (i) increase certification rates among teachers and, in particular, secondary school teachers, among whom a high percentage (23%) have begun but not completed their teacher training; and (ii) improve the subject-matter and pedagogical knowledge of education school graduates. In order to achieve the first objective, the program will finance, inter alia, a study to determine the socioeconomic, cultural, and specific factors relating to initial teacher training that prevent education students from graduating on time, and the formulation of an action plan for implementation. The study will also examine enrollment in education programs and the transition from university education to life as a teacher, and will determine specific actions to increase retention rates (including academic and economic support for education students). These actions will be financed by the program. It is estimated that some 4,000 education students will receive academic support and some 460 will receive economic support. For the second objective, the program will finance, inter alia, a study and the implementation of actions to increase curricular flexibility. A curriculum is considered flexible when it is designed to offer students different options within a specific system and in connection with other systems. This type of curriculum requires a determination of the percentage of classes or

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<sup>4</sup> One study on this impact estimates that the demand could increase between 6% and 8%. There has also been a 5.6% increase in enrollment in public basic secondary schools, as compared with an average increase of 0.7% between 2000 and 2008. See [Amarante et al \(2009\) and Castaings et al. \(2009\)](#).

curricular activities that are part of the construction, by the students, of the selected pathway, so as to make the most of the human resources trained in each subject area and ensure high-quality teaching.

1.23 **Ongoing professional development** (US\$6.4 million). This subcomponent will finance actions to provide training and ongoing professional development opportunities for teachers, primarily with a view to supporting education policy. The program will finance, inter alia, an annual course to facilitate the transition into the classroom for 7th, 8th, and 9th grade teachers in rural schools (an estimated 40 teachers start working in these schools each year); ongoing training in new methodologies that will include, in addition to subject areas, information and communication technologies (ICTs), and language skills for the 450 7th, 8th, and 9th grade teachers in rural schools (450 teachers will receive training every year); training on the educational use of ICTs for 1,000 education professors; training for 2,250 principals and assistant principals in management and mediation, with a view toward increasing their awareness of and training with strategies to address needs and conflict situations in schools and improving the administrative and pedagogical management of schools; and the implementation of eight regional ongoing education centers for technical and technological education (40 trainers and 500 teachers trained).

1.24 **Support for the IUDE institutional framework** (US\$8.9 million). This subcomponent will finance (i) the expansion and adaptation of 15 teacher training centers (including furniture, ICT infrastructure, teaching materials, and investment projects), works to provide physical spaces for virtual classrooms, academic departments, and teacher support areas to make teacher training more relevant; (ii) institutional and pedagogical strengthening projects at teacher training centers, through the allocation of financial resources for the 33 centers (66 projects); (iii) design and construction of the building where the IUDE will operate; (iv) a system for managing and digitizing information on students, teachers, and non-teaching staff of the education training centers; (v) a study and 10 one-day workshops (two per year) for enrollment in the social educator program at the IUDE; and (vi) competitive extension projects at teacher training centers to design and implement cooperation agreements bringing together future teachers and graduate students to participate in community actions (32 projects).

## **2. Component 2. Support for improving performance in secondary education (US\$7.0 million)**

1.25 This component seeks to improve retention rates among general and vocational basic secondary school students, enhancing the subsystem's internal efficiency and facilitating transitions between cycles and the possibility to move between types of programs. It is comprised of two subcomponents:

1.26 **Technological and vocational education** (US\$0.7 million). This subcomponent will finance two lines of action to improve the internal efficiency of technological and vocational education. First, it will finance the development of the “*Rumbo*”

[Pathway] program, which supports completion of the basic cycle of secondary school through flexible pathways. This enables students to continue their studies at the tertiary level with a mix of on-site and distance courses designed to provide students who participated in training courses in a specific vocational area with access to upper secondary education, thereby enhancing their qualifications. The program will finance training for 750 teachers on teaching in a virtual environment, the design of teaching materials, technical equipment for platform management, the expansion of computer labs for distance education, and monitoring and evaluation. Second, it will finance the implementation of an education/work observatory, with the objective of having a network for research, documentation, and reference information. This network will, in a contextualized manner, provide information on new technical areas that should be incorporated to keep up with local and regional productive developments, adjust existing programs in response to changes in the workplace, establish requirements for students, and keep track of graduates, the jobs they obtain, and the relationship between these jobs and the technical training they received.

- 1.27 **Coordination between levels and modalities** (US\$6.3 million). The objectives of this subcomponent are to facilitate transitions between the different levels of education and support navigability and modularity in general and technological secondary education, in order to mitigate the rigidity of the current system and expand opportunities for young people to continue and complete their studies. To this end, this subcomponent will finance (i) extension of the “*Liceos Abiertos*” [open secondary school] experience to four secondary schools. A support mechanism will be institutionalized, to cover 4,000 children as they graduate from primary school to facilitate their successful transition into secondary school, through an education counselor and educational activities; (ii) the development and implementation of the “Interface” Project in three secondary schools, which, similarly to the previous activity, seeks to facilitate the transition between general basic and upper secondary education through support and guidance activities for some 3,000 students; and (iii) the drafting of a curriculum proposal providing greater navigability and modularity between general and vocational education, to allow movement from one modality to another, making it possible for students to change from one type of program to another if they choose.

### **3. Component 3. Expansion of educational options (US\$72.7 million)**

- 1.28 This component will seek to expand and improve options for general and technological basic secondary education and vocational training, in order to meet coverage needs and ensure appropriate conditions for teaching and learning. It will be comprised of three subcomponents:
- 1.29 **Construction and equipment of education centers** (US\$67.1 million). The objective of this subcomponent is to increase access to basic secondary education (general and vocational). To this end, it will finance the construction and upgrading of education centers as well as works supervision, furniture, educational material, and ICT infrastructure in the new centers. This will include the expansion of

options at new centers or additional or replacement classrooms and classroom repair, in response to enrollment and demographic changes, obsolescence, greater functionality, optimized use by secondary and technical students, incorporation of new technologies, and implementation of new educational policies (basic secondary, new pathways). Under the subcomponent, 136 education spaces will be built in nine new secondary education centers; 91 will be built in six centers to replace buildings, and three centers will be repaired. For vocational training, 46 education spaces are expected to be built in two new centers, and 99 education spaces in four centers will be expanded and refurbished.

- 1.30 **Strengthening of teaching strategies in education centers** (US\$5.2 million). This subcomponent will finance institutional and pedagogical strengthening projects at the center level, through the allocation of financial resources to all basic and upper secondary education centers (280 centers, through two decentralized investment projects), vocational centers (135), and rural schools with 7th, 8th, and 9th grades (60 schools). The purpose of these actions will be to promote increased efficiency through center-family-community participation, a use compatible with local needs, and a greater sense of ownership on the part of stakeholders in the education process at each center. During program execution, two allocations of approximately US\$5,500 are expected to be made to secondary and vocational education centers, and one allocation of approximately US\$3,250 to rural schools with 7th, 8th, and 9th grades, based on the investment proposal submitted by each center. The program will also finance the implementation of this transfer policy in terms of more effective and efficient institutional management and increased participation and ownership on the part of all the stakeholders associated with the centers, as well as the estimate of variable allocations consistent with the different scenarios of deconcentrated management in the education centers.
- 1.31 **Strengthening of strategies for computer education** (US\$0.4 million). This subcomponent will finance 30 computer labs in 30 existing centers without labs or with gaps in this area or in centers to be built, in accordance with the expansion of the Ceibal Plan to secondary education, with the objective of facilitating the full rollout of the program, as well as to complement the plan in terms of teaching applications that require more sophisticated technological support. It will include the financing of equipment, connectivity, and technical support.

#### **4. Component 4. Support for implementation of the education policy (US\$10.4 million)**

- 1.32 This component seeks to generate knowledge in support of the education policy and the design of instruments for its implementation, with the objective of improving the system's management processes. It will be comprised of two subcomponents:
- 1.33 **Support for ANEP management** (US\$8.4 million). This subcomponent will be broken down into two lines of action: (i) human resources management, which includes extension of the payroll processing and human resources system to four deconcentrated councils, including documentary records on the teachers;

- (ii) modernization of processes, including (a) review of ANEP's 2006 Strategic Plan for Institutional Transformation, to determine whether it is still valid and make the adjustments, modifications, and expansions necessary in view of the General Education Law and for other reasons; (b) technological transfer to the deconcentrated councils participating in the program of know-how on the application of the information systems developed by CODICEN through the MEMFOD program (files and decisions); and (iii) management of physical resources using the updated Infrastructure Census and design of a mechanism for its future periodic review, in order to achieve better planning of physical investment and subsequent preventive maintenance, along with inventory management.
- 1.34 **Evaluation and monitoring** (US\$2 million). This subcomponent will include: (i) evaluation of the main impacts of program actions; (ii) a diagnostic assessment and proposal for changes in the education options available to the rural population, keeping in mind the social and productive environment; and (iii) evaluation of education infrastructure and its impact on learning, including innovative designs of spaces and equipment incorporating new teaching tools (ICTs or activities that support learning, enhance the school environment, and strengthen ties with the community).
- 1.35 The program cost will include financing of administration and supervision expenses, including works supervision (US\$7.5 million).

**C. Key indicators from the Results Matrix**

- 1.36 The key indicators from the Results Matrix are: (i) the performance of teachers with teaching certificates under the program improves 10% from their baseline performance and 7% over uncertified teachers; (ii) dropout and grade repetition rates among students in the first grade of basic secondary school participating in the "*Liceos Abiertos*" program fall 15% in relation to the comparison group; (iii) dropout and grade repetition rates among students in the first grade of upper secondary school participating in the "Interface" project fall 10% in relation to the comparison group; (iv) the percentage of classrooms (centers) meeting the desired standards (paragraph 1.19 (i)) for a good learning environment increases 10% from the baseline; and (v) it takes 20% less time to process payroll in relation to the baseline (see Annex II).

## **II. FINANCING STRUCTURE AND RISKS**

**A. Financing instruments**

- 2.1 The program amount is US\$114.5 million over a five-year execution period. The Bank will contribute US\$48 million and the local counterpart will be US\$66.5 million.



**Table II-1: Detailed Costs in US\$ million**

Description	IDB	Local contribution	Total
<b>1 Component 1. Teacher training</b>	<b>8.0</b>	<b>8.9</b>	<b>16.9</b>
1.1 Initial teacher training	-	1.6	1.6
1.2 Ongoing professional development	-	6.4	6.4
1.3 Institutional support for IUDE	8.0	0.9	8.9
<b>2 Component 2. Support for improving performance in secondary education</b>	<b>-</b>	<b>7.0</b>	<b>7.0</b>
2.1 Technological and vocational education	-	0.7	0.7
2.2 Coordination between levels and modalities	-	6.3	6.3
<b>3 Component 3. Expansion of educational options</b>	<b>38.7</b>	<b>34.0</b>	<b>72.7</b>
3.1 Construction and equipment of education centers	38.7	28.4	67.1
3.2 Strengthening of teaching strategies in education centers	-	5.2	5.2
3.3 Strengthening of strategies for computer education	-	0.4	0.4
<b>4 Component 4. Support for implementation of the education policy</b>	<b>1.3</b>	<b>9.1</b>	<b>10.4</b>
4.1 Support for ANEP management	-	8.4	8.4
4.2 Evaluation and monitoring	1.3	0.7	2.0
<b>Program administration and supervision</b>	<b>-</b>	<b>7.5</b>	<b>7.5</b>
<b>TOTAL</b>	<b>48.0</b>	<b>66.5</b>	<b>114.5</b>

2.2 The loan will be disbursed in accordance with the schedule in Table II-2.

**Table II-2: Tentative disbursement schedule (in US\$ million)**

Source	2011	2012	2013	2014	2015	Total
<b>IDB</b>	10.7	9.8	7.7	8.5	11.3	48.0
<b>Local contribution</b>	12.7	14.3	15.7	12.3	11.5	66.5
<b>Total</b>	23.4	24.1	23.4	20.8	22.8	114.5

**B. Environmental and social safeguard risks**

2.3 This operation qualifies as a project that promotes social equity (SEQ), which is automatic for education projects.

2.4 The program will include the construction, expansion, refurbishment, and/or repair of 15 education centers and 15 teacher training centers, in addition to the construction of the IUDE. Because the construction activities could have the environmental and social impacts inherent in civil works, such as noise, dust, generation of solid and liquid waste, etc., this project has been rated as a Category B operation. The program will implement the relevant impact mitigation measures, which will be described in the corresponding [Environmental and Social Management Report](#).

**C. Fiduciary risks**

- 2.5 **Financial management.** The loan proceeds may be disbursed in the form of advance of funds, reimbursement of expenditures, and direct payment to suppliers.
- 2.6 During the risk identification and analysis process, four risks were determined to be of low severity, three of medium severity, and one of high severity. For the risk determined to be of high severity, related to coordination among secondary education, vocational education, and teacher training, a mechanism involving integrated work commissions is being planned ([see Risk Mitigation Matrix](#)).
- 2.7 **Procurement.** Execution of the MEMFOD program has consolidated the executing agency's procurement experience. The Procurement Plan will be managed through an online procurement plan execution system.
- 2.8 The procurement of works and goods and contracting of consulting services will be carried out in accordance with the "Policies for the Procurement of Goods and Works Financed by the IDB" (GN-2349-7) and "Policies for the Selection and Contracting of Consultants Financed by the IDB" (GN-2350-7), both dated July 2006, with the specifications established in the loan contract and procurement plan. Additionally, the loan contract and procurement plan will specify the methods for supervision of the procurement of goods and services other than consulting services, the contracting of works, and consulting services carried out with Bank financing.
- 2.9 **Advance procurement and retroactive financing.** The construction of works and procurement of goods for the program are expected to take place during the period prior to project eligibility. Retroactive financing for such expenditures may be for up to the equivalent of 20% of the loan (US\$9.6 million) and 20% of the local counterpart funds (US\$13.3 million). This is justified because it is necessary to move forward with the design of the works and payments to contractors and supervisors under the program. In keeping with the Recognition of Expenditures, Retroactive Financing, and Advance Contracting policy and operation guidelines (OP-504) and the operation guidelines dated 20 October 2009, the expenditures involved are those made by the borrower between the time the project became eligible (24 August 2010) and the date on which it is approved by the Board of Executive Directors.

**III. EXECUTION, MONITORING, AND EVALUATION PLAN**

**A. Summary of execution arrangements**

- 3.1 The borrower of the loan is the Eastern Republic of Uruguay and the executing agency for this program will be the National Public Education Administration (ANEP), in accordance with the execution arrangements used under the MEMFOD program (Loan 1361/OC-UR).
- 3.2 **Execution methodology.** The ANEP will have technical responsibility for the program, acting through its deconcentrated councils and in accordance with the

- functions that the regulations in force establish. This includes the definition of specific content, such as the strategic and education policy guidelines, which will serve as a general framework for the program. The program Operating Regulations will identify the technical areas responsible for project outputs, which will designate the program liaisons. An executing unit attached to CODICEN, through the ANEP President, will bear operational and administrative responsibility. This unit will manage procurement, process project disbursements with the Bank, and ensure external audits.
- 3.3 **Program Operating Regulations.** The Operating Regulations, the draft of which will be included in the loan proposal, will delineate the specific functions of the executing agency to ensure the effective and efficient application of resources and guarantee compliance with the contractual and policy provisions in terms of legal aspects, procedures, and program objectives. In particular, it will include (i) the specific execution arrangements; (ii) guidelines for financial and procurement administration; (iii) criteria to target and determine the eligibility of investments; (iv) supervision of the technical quality of investments; (v) the model and process for programming and evaluating the program; (vi) the results matrix; and (vii) the risk mitigation matrix.
- 3.4 **External audits.** External audits will be performed by the Auditor General's Office.
- B. Summary of results monitoring arrangements**
- 3.5 The program monitoring system will consist of the Results Matrix, the Multiyear Execution Plan, the Annual Work Plans, and Semiannual Progress Reports, under the terms agreed upon in the program's Operating Regulations. The Results Matrix will include intermediate targets for achieving the final results. This will be supplemented by periodic updates of the Risk Mitigation Matrix. These instruments will be used to plan, update, and monitor program execution actions. Primary and secondary sources of information will be used to update the monitoring system.
- 3.6 **Evaluation.** The evaluation process will include initial, intermediate, and final evaluations, which will make it possible to generate lessons learned from program implementation. **Evidence that the baseline has been established for: (i) subcomponent 2.2 (Coordination between levels and modalities); and (ii) subcomponent 3.1 (Construction and equipment of education centers), referring to education centers with a maximum of 33 students per classroom and 800 students per secondary school, will be a condition precedent to the first disbursement.** The midterm and final evaluations will be commissioned once 50% and 85% of the program resources have been committed, respectively, and will focus on evaluating: (i) progress on the outputs and outcomes; (ii) the processes carried out; and (iii) management of the loan proceeds. A specific evaluation will also be performed for each component, which will vary based on the possibilities of implementing a technically viable identification strategy. In some cases, quasi-experimental evaluations will be carried out. In other cases the

evaluations will be qualitative, and still others will be based on a comparison of the situation before and after program implementation (see [Monitoring and Evaluation Arrangements](#)).

**Development Effectiveness Matrix  
Summary**

Indicator	Score	Maximum Score
<i>I. Strategic Relevance</i>	High	
<b>1. IDB Strategic Development Objectives</b>	<b>6.0</b>	<b>10</b>
Country Diversification	2.0	2
Corporate Initiatives	2.5	2.5
Harmonization and Alignment	0.5	3.5
Beneficiary Target Population	1.0	2
<b>2. Country Strategy Development Objectives</b>	<b>9.6</b>	<b>10</b>
Country Strategy Sector Diagnosis	6.0	6
Country Strategy sector objective & indicator	3.6	4
<i>II. Development Outcomes - Evaluability</i>	Highly Satisfactory	
<b>3. Evidence-based Assessment &amp; Solution</b>	<b>7.3</b>	<b>10</b>
<b>4. Evaluation &amp; Monitoring Plan</b>	<b>9.3</b>	<b>10</b>
<b>5. Cost-Benefit or Cost-Effectiveness</b>	<b>7.0</b>	<b>10</b>
<b>6. Risks &amp; Mitigation Monitoring Matrix</b>	<b>7.5</b>	<b>10</b>
<i>III. IDB's Role - Additionality</i>		
<b>7. Additionality</b>	<b>7.0</b>	<b>10</b>
Technical Assistance provided prior the project	0.0	3
Improvements in management of financial, procurement, monitoring or statistics internal controls	4.0	4
Improvements in environmental, health and labor performance	3.0	3

**I. Strategic Relevance:** This is an investment loan in Uruguay, a C-D country in the Southern Cone. The project is strongly aligned with the current Bank strategy for Uruguay, and also with the Bank's corporate initiative of education. It is important to mention the use of country systems, in particular financial systems in the audit performed by the "Tribunal de Cuentas" will serve as external evaluation.

**II. Evaluability:** The project has a highly acceptable evaluability. It has a good diagnosis and an adequate logic within each component, that overall contribute to improve the performance of the education system. Most indicators, in particular outcome indicators, are SMART. The project has indicators and a Monitoring and Evaluation plan that makes it very likely that it will be possible to monitor and measure results of the project in a timely manner. It also has an economic analysis for key components. Risks are identified and rated, and mitigation measures are identified although indicators to track these measures are not present.

**III. Additionality:** The project will improve the performance of ANEP, which will have positive externalities for the education system as whole and not only on the topics identified in the project, and will impact on the management practices in ANEP, also with system-wide impacts.

## RESULTS MATRIX

<b>Project Objective</b>	The objectives are to (i) improve teacher performance and training by supporting the policy on retention and the professionalization of teacher training; (ii) improve student retention in basic general and vocational secondary education; (iii) increase access to basic general and vocational secondary education; and (iv) improve education system management processes.
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	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Final Target	Remarks
<b>Component 1. Teacher training</b>								
<b>Outputs</b>								
Study of factors that prevent timely graduation for education students.	0	1	0	0	0	0	1 study completed	Source: Teacher Training Council/Program reports.
Number of education students receiving academic support.	0	0	1,000	1,000	1,000	1,000	4,000 students receiving academic support	Source: Teacher Training Council/Program reports.
Number of education students receiving economic support.	60	60	100	100	100	100	460 students receiving economic support	Source: Teacher Training Council/Program reports.
Number of students taking a mix of on-site and distance courses with support from tutoring and study guides.	0	2,200	2,200	2,200	2,200	2,200	11,000 students taking a mix of on-site and distance courses supported	Source: Teacher Training Council/Program reports.
Flexible curriculum.	0	1					1 flexible curriculum	Source: Teacher Training Council/Program reports.
Number of new 7th, 8th, and 9th grade teachers in rural schools trained.	40	40	40	40	40	40	200 7th, 8th, and 9th grade teachers trained to start teaching in rural schools	Source: Teacher Training Council/Program reports.
Number of 7th, 8th, and 9th grade teachers currently working in rural schools receiving ongoing training in new methodologies.	0	450	450	450	450	450	450 7th, 8th, and 9th grade rural teachers receive ongoing training	Source: Teacher Training Council/Secondary Education Council/Program reports.
Number of education professors trained on the educational use of ICTs.	0	200	200	200	200	200	1,000 education professors trained	Source: Teacher Training Council/Program reports.
Number of principals and assistants trained in management and mediation.	500	250	350	450	550	650	2,250 principals and assistants trained	Source: Teacher Training Council/Secondary Education Council/Vocational Education Council/Program reports.

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Final Target	Remarks
Number of secondary school teachers trained in youth participation and strategies for the workplace.	0	500	500	500	500	500	2,500 teachers trained	Source: Secondary Education Council/Program reports.
Number of trainers trained for the Regional Ongoing Education Units.	0	40	40	40			40 trainers trained	Source: Vocational Education Council/program reports.
Number of teachers participating in activities organized by the Regional Ongoing Education Units.	0	500	500	500			500 teachers trained	Source: Vocational Education Council/Program reports.
Number of principals and assistants trained in technology, conflict resolution, and school management.	0	280	280	280	280	280	280 principals and assistants trained	Source: Vocational Education Council/Program reports.
Number of education training centers refurbished.	0	7	3	1	1	3	15 teacher training centers refurbished	Source: Program reports.
Investment projects implemented by teacher training centers.	0			33		33	66 investment projects implemented	Source: Teacher Training Council/Program reports.
University Institute for Education (IUDE) built and operating.	0					1	1 IUDE built, fully equipped, and operating.	Source: Program reports.
Information management and digitization system in operation.	0		1				1 information management and digitization system in operation	Source: Teacher Training Council/Program reports.
Workshops for enrollment in the Social Educator program.	0	2	2	2	2	2	10 workshops for enrollment in the Social Educator program	Source: Teacher Training Council/Program reports.
Extension projects.	0	6	6	6	7	7	32 extension projects	Source: Teacher Training Council/Program reports.
<b>Outcomes</b>								
Percentage of secondary school teachers without certification.	23%					18.4%	The percentage of secondary school teachers without certification is reduced 20%	Source: 2007 National Census of Teachers, for baseline. For target verification, administrative scheduling system.
Performance of certified basic cycle teachers in comparison with uncertified teachers.	TBD in the evaluation study (baseline)						The performance of teachers receiving certification under the program improves 10% from their baseline performance and 7% over uncertified teachers	Source: Program impact study. See Monitoring and Evaluation Arrangements, including the definition of "teacher performance."

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Final Target	Remarks
Performance of 7th, 8th, and 9th grade teachers in rural schools.	TBD in the evaluation study (baseline)						The performance of teachers trained under the program improves 10% over their baseline performance	Source: Program impact study. See Monitoring and Evaluation Arrangements, including the definition of "teacher performance."
<b>Component 2. Support for improving performance in secondary education</b>								
<b>Outputs</b>								
Number of teachers trained in the Rumbo program.	0	250	375	125			750 teachers trained in the Rumbo program	Source: Vocational Education Council/Program reports.
Number of students benefitting from the Rumbo program.	0	500	750	250			1,500 students benefitting from the Rumbo program (estimated initial demand)	Source: Vocational Education Council/Program reports.
Education/Work Observatory in operation.	0		1				1 observatory in operation	Source: Vocational Education Council/Program reports.
Publications by the Education/Work Observatory.	0			1	1	1	3 publications use information compiled by the Education/Work Observatory	Source: Vocational Education Council/Program reports.
<i>Pintó Deporte</i> Project sports and integration events	0	1	1	1	1	1	5 sports and integration events	Source: Secondary Education Council/Program reports.
Number of students benefitting from the <i>Liceos Abiertos</i> [Open Secondary School] program.	200	800	800	800	800	800	4,000 students benefit from the <i>Liceos Abiertos</i> program	Source: Secondary Education Council/Program reports
Number of students benefitting from the Interface Project.	0	600	600	600	600	600	3,000 students benefit from the Interface Project	Source: Secondary Education Council/Program reports.
Proposal for linking general and technological education.	0	1					1 proposal finalized	Source: Teacher Training Council/Secondary Education Council/Program reports.
<b>Outcomes</b>								
Dropout and grade repetition rates among students in the first year of basic secondary school participating in the <i>Liceos Abiertos</i> program.	TBD in the evaluation study (baseline)						Dropout and grade repetition rates among students in the first year of basic secondary school participating in the <i>Liceos Abiertos</i> program fall 15% over the control group	Source: Program impact study (Secondary School Registrar System). See Monitoring and Evaluation Arrangements.



	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Final Target	Remarks
Dropout and grade repetition rates among students in the first grade of upper secondary school participating in the Interface program.	TBD in the evaluation study (baseline)						Dropout and grade repetition rates among students in the first grade of upper secondary school participating in the <i>Interface</i> Project fall 10% over the control group	Source: Program impact study. See Monitoring and Evaluation Arrangements.
Percentage of students participating in the Rumbo [Pathways] program that enroll in vocational secondary education.			70% of the 500 beneficiaries enroll in year 1	70% of the 750 beneficiaries enroll in year 2	70% of the 250 beneficiaries enroll in year 3		70% of beneficiaries of the Rumbo Program enroll in vocational secondary education	Source: CETP Registrar System.
Percentage of students participating in the Rumbo Program that graduate from secondary vocational school.					40% of the 500 beneficiaries graduate in year 1	40% of the 750 beneficiaries graduate in year 2	40% of beneficiaries of the Rumbo Program graduate from vocational secondary education	Source: CETP Registrar System.
<b>Component 3. Expansion of educational options</b>								
<b>Outputs</b>								
Number of classrooms built and fully equipped for secondary education.	0	17	79	17	63	51	227 classrooms built and fully equipped	Source: Program reports.
Number of classrooms built and fully equipped for vocational secondary education.	0	28	44		49	24	145 classrooms built and fully equipped	Source: Program reports.
Investment projects implemented by education centers.	475	135		340		280	755 investment projects implemented	Source: Secondary Education Council/Vocational Education Council/Program reports.
Number of computer labs built, fully equipped, and connected.	0	6	6	6	6	6	30 computer labs built, fully equipped, and connected	Source: Program reports.

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Final Target	Remarks
<b>Outcomes</b>								
Full enrollment in the education centers built with program resources to increase enrollment that are equipped to enroll students for the 2015 school year.							80% of the spaces created under the program have been filled by enrolled students	Source: Program impact study. See Monitoring and Evaluation Arrangements.
Percentage of classrooms not exceeding 33 students and centers with total maximum enrollment of 800 students (for the morning and evening shifts) in geographic regions where schools are built and/or repaired using program resources to meet ENIA standards.	TBD using administrative data						The percentage of classrooms (centers) with a maximum number of 33 students per classroom (maximum enrollment of 800 students per school for the morning and evening shifts) increases 10% over baseline	Source: Program impact study. See Monitoring and Evaluation Arrangements.
<b>Component 4. Support for implementation of the education policy</b>								
<b>Outputs</b>								
Number of councils using the payroll processing system.	1	2	1	1			All 5 councils use the payroll processing system	Source: Program reports.
Number of civil servant users trained annually in the payroll processing system.	40	30	25	15			110 civil servants use the payroll processing system	Source: Program reports.
Number of councils using the human resources system.	0			1	2	2	All 5 councils use the human resources system	Source: Program reports.
Number of civil servants using the human resources system.	0			25	17	40	82 civil servants use the human resources system	Source: Program reports.
Number of councils with inventory system in operation.	3	2					All 5 systems have the stockroom system in operation	Source: Program reports.
Number of schools with inventory system in operation.	32	402					434 schools have the stockroom system in operation	Source: Program reports.
Updated Strategic Plan for Information Technology	0		1				1 updated Strategic Plan for Information Technology	Source: Program reports.
Number of councils using the file management system.	1		1	1	2		All 5 councils use the file management system	Source: Program reports.
Number of councils using the decisions information system.	1		1	1	2		All 5 councils use the system	Source: Program reports.

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Final Target	Remarks
Number of councils using the comprehensive building survey system	0		2	2			4 councils use the comprehensive building survey system	Source: Program reports.
Studies on school infrastructure and impact on learning.	0				1	1	2 studies on school infrastructure	Source: Program reports.
Study on educational options for the rural population.	0			1			1 study on educational options for the rural population	Source: Program reports.
<b>Outcomes</b>								
Average time spent processing payroll.	25 days					20 days	The time spent processing payroll is reduced 20% from the baseline	Source: ANEP administrative data.
Average time for preparing deliveries to the deconcentrated councils	2 days					1.2 days	The average time for deliveries to the deconcentrated councils is reduced 40% from the baseline	Source: ANEP administrative data.
Percentage of goods with delivery tracking.	0%					90%	The percentage of trackable goods increases 90% from the baseline	Source: ANEP administrative data.
Percentage of ANEP staff files that are automated.	0%					65%	The percentage of automated files increases 65% from the baseline	Source: ANEP administrative data.

**SUMMARY PROCUREMENT PLAN**

Ref. No.	Procurement Contract Category and Description	Estimated Cost of Procurement (US\$)	Procurement Method <sup>1</sup>	Review (ex ante or ex post)	Source of Financing and Percentage		Prequalification (Yes/No)	Estimated Dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of Specific Procurement Notice	Termination of Contract		
<b>1</b>	<b>GOODS</b>										
1.1	Computer equipment (hardware and server) for the information management and digitization system	200,000	NCB / Shopping	Ex post	0%	100%		1 <sup>st</sup> -2 <sup>nd</sup> -3 <sup>rd</sup> six-month period		Pending	
1.2	Ping pong tables	77,500	NCB	Ex post	0%	100%		1 <sup>st</sup> six-month period		Pending	
1.3	Tables and chairs	76,000	NCB	Ex post	0%	100%		1 <sup>st</sup> six-month period		Pending	
1.4	Furniture for new education centers	531,000	NCB / Shopping	Ex post	0%	100%		1 <sup>st</sup> -2 <sup>nd</sup> -3 <sup>rd</sup> six-month period		Pending	Corresponds to several processes to be carried out over the course of the program, in accordance with the new works schedule.
1.5	Computers for teacher training centers	75,000	NCB	Ex post	0%	100%		1 <sup>st</sup> six-month period		Pending	
1.6	Computer equipment to meet demand in education centers	140,000	NCB	Ex post	0%	100%		1 <sup>st</sup> -2 <sup>nd</sup> -3 <sup>rd</sup> six-month period		Pending	Corresponds to several processes to be carried out over the course of the program, in accordance with the new works schedule.

<sup>1</sup> **Goods and Works:** **ICB:** International Competitive Bidding; **LIB:** Limited International Bidding; **NCB:** National Competitive Bidding; **DC:** Direct Contracting; **FA:** Force Account; **PSA:** Procurement through Specialized Agencies; **PA:** Procurement Agencies; **IA:** Inspection Agencies; **PLFI:** Procurement in Loans to Financial Intermediaries; **BOO/BOT/BOOT:** Build-own-operate / Build-operate-transfer / Build-own-operate-transfer; **PBP:** Performance Based Procurement; **PLGB:** Procurement under Loans Guaranteed by the Bank; **CPP:** Community Participation in Procurement **Consulting Firms:** **QCBS:** Quality- and Cost-based Selection; **QBS:** Quality-based Selection; **FBBS:** Selection under a Fixed Budget; **LCS:** Least Cost Selection; **CQS:** Selection Based on the Consultants' Qualifications **SSS:** Single Source Selection. **Individual Consultants:** **NICQ:** Selection based on comparison of qualifications of national individual consultants; **IIQC:** Selection Based on Comparison of Qualifications of International Individual Consultants; **CQ:** Comparison of Qualifications.



Ref. No.	Procurement Contract Category and Description	Estimated Cost of Procurement (US\$)	Procurement Method <sup>1</sup>	Review (ex ante or ex post)	Source of Financing and Percentage		Prequalification (Yes/No)	Estimated Dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of Specific Procurement Notice	Termination of Contract		
<b>II.</b>	<b>WORKS</b>										
2.1	Refurbishment of the Colonia Regional Teacher Center (CERP)	98,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.2	Expansion, replacement, and refurbishment of the Maldonado Teacher Training Institute	823,000	NCB	Ex post	60	40		3 <sup>rd</sup> six-month period		Pending	
2.3	Refurbishment of the Maldonado CERP	150,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.4	Refurbishment and expansion of teacher training institutes	870,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.5	New IUDE construction	2,750,000	NCB	Ex post	60	40		2 <sup>nd</sup> six-month period		Pending	
2.6	Expansion and refurbishment of Rivera CERP	380,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.7	Refurbishment of Salto Teacher Training Institute	90,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.8	Refurbishment of Salto CERP	105,500	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.9	Expansion and refurbishment of Treinta y Tres Teacher Training Center	265,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.10	Expansion and refurbishment of Melo Teacher Training Institute, Completion of Works	62,000	NCB	Ex post	60	40		2 <sup>nd</sup> six-month period		Pending	
2.11	Expansion of Rosario Teacher Training Institute	5,000	Shopping	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.12	Expansion and refurbishment of Florida Teacher Training Institute	132,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.13	Expansion and refurbishment of Minas Teacher Training Institute, completion of works	25,000	Shopping	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.14	Refurbishment of Artigas Professor Institutes	465,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	

Ref. No.	Procurement Contract Category and Description	Estimated Cost of Procurement (US\$)	Procurement Method <sup>1</sup>	Review (ex ante or ex post)	Source of Financing and Percentage		Prequalification (Yes/No)	Estimated Dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of Specific Procurement Notice	Termination of Contract		
2.15	Refurbishment and expansion of Rocha Teacher Training Institute	393,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.16	Refurbishment and expansion of San José Teacher Training Institute	320,000	NCB	Ex post	60	40		3 <sup>rd</sup> six-month period		Pending	
2.17	Replacement of <i>Liceo</i> N° 54 in Montevideo - Basic secondary	2,630,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.18	Replacement of <i>Liceo</i> N° 21 in Montevideo - Basic secondary	2,400,000	NCB	Ex post	60	40		2 <sup>nd</sup> six-month period		Pending	
2.19	Replacement of <i>Liceo</i> N° 7 in Montevideo - Basic secondary	3,150,000	ICB	Ex post	60	40		2 <sup>nd</sup> six-month period		Pending	
2.20	Construction of new <i>Liceo</i> N° 7 in Paysandú - upper secondary	2,230,000	NCB	Ex post	60	40		2 <sup>nd</sup> six-month period		Pending	
2.21	Waterproofing, completion of construction at <i>Liceo</i> N° 2 in Colonia - basic secondary	67,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.22	Completion of new building construction at <i>Liceo</i> N° 5 in Maldonado - basic secondary	14,000	Shopping	Ex post	60	40		3 <sup>rd</sup> six-month period		Pending	
2.23	Waterproofing, completion of construction at <i>Liceo</i> N° 1 in Canelones - upper secondary.	7,500	Shopping	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
2.24	Expansion, replacement, and refurbishment of Piedras Blancas Technical School	3,700,000	ICB	Ex ante	60	40		2 <sup>nd</sup> six-month period		Pending	
2.25	Construction of new Los Arrayanes Agriculture School	1,390,000	NCB	Ex post	60	40		2 <sup>nd</sup> six-month period		Pending	
2.26	Completion of construction of new <i>Escuela Superior de Informática</i> II [computer technology school]	1,380,000	NCB	Ex post	60	40		1 <sup>st</sup> six-month period		Pending	
	<b>Subtotal</b>	<b>23,902,000</b>		Ex post	60	40		1 <sup>st</sup> six-month period		Pending	

