

PMR Operational Report

| | | | |
|-----------------------------|-----------------------------|---|----------|
| Operation Number | UR-L1116 | Chief of Operations Validation Date | 03/23/18 |
| Year- PMR Cycle | Second period Jan-Dec 2017 | Division Chief Validation Date | 03/23/18 |
| Last Update | 03/22/18 | Country Representative Validation Date | 03/28/18 |
| PMR Validation Stage | Validated by Representative | | |

Basic Data

Operation Profile

| | | | |
|---------------------------|--|---|---|
| Operation Name | PROGRAM OF SUPPORT FOR SECONDARY EDUCATION AND TEACHER TRAINING: TOWARDS SEAMLESS AND COMPLETE LEARNING PATHWAYS | Loan Number | 3773/OC-UR |
| Executing Agency | ADMINISTRACION NACIONAL DE EDUCACION PUBLICA | Sector/Subsector | ED-EVA - EDUCATION-EDUCATIONAL ASSESSMENT |
| Team Leader | PEREZ ALFARO, MARCELO A. | Overall Stage | Disbursing (From eligibility until all the Operations are closed) |
| Operation Type | Loan Operation | Country | URUGUAY |
| Lending Instrument | Investment Loan | Convergence related Operation(s) | |
| Borrower | REPUBLICA ORIENTAL DE URUGUAY | | |

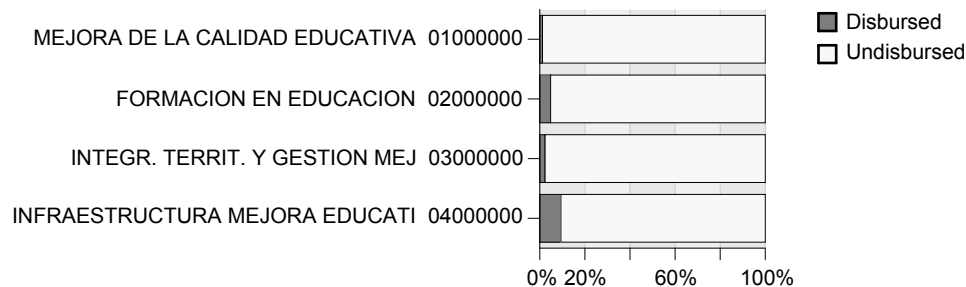
Environmental and Social Safeguards

| | | | |
|---|---|--|----|
| Impacts Category | B | Was/Were the objective(s) of this operation reformulated? | NO |
| Safeguard Performance Rating | | Date of approval | |
| Safeguard Performance Rating - Rationale | | | |

Financial Data

| Item | Total Cost and Source | | | | | Available Funds (US\$) | | | |
|-------------------|-----------------------|-------------------|-------------------|------------------------|---------------------|------------------------|----------------------|---------------|----------------------|
| | Original IDB | Current IDB | Local Counterpart | Co-Financing / Country | Total Original Cost | Current IDB | Disb. Amount to Date | % Disb | Undisbursed Amount |
| UR-L1116 | 50,000,000 | 50,000,000 | 24,700,000 | 0 | 74,700,000 | 50,000,000 | 9,457,669.63 | 18.92% | 40,542,330.37 |
| Aggregated | 50,000,000 | 50,000,000 | 24,700,000 | 0 | 74,700,000 | 50,000,000 | 9,457,669.63 | 18.92% | 40,542,330.37 |

Expense Categories by Loan Contract (cumulative values)



Please note that the Overall Stage represents the stage of the operation at the time of this report's publication, which might not necessarily match the stage of the operation during the PMR Cycle to which the report pertains. Please also note that inactive indicators and outputs are not displayed; totals in the actual cost table may not match the sum of the cost of the outputs displayed, due to the cost of inactive outputs.

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RESULTS MATRIX

IMPACTS

Impact Nbr. 0: Access to and the quality of secondary education in Uruguay, promoting seamless and complete learning pathways, improved.

Observation:

| Indicator | Unit of Measure | Baseline | Baseline Year | | 2021 | 2022 | EOP 2022 |
|-----------|---|---------------|---------------|------|------|------|----------|
| 0.0 | Improvement in educational achievement in lower secondary education (LSE) | Average score | 2018 | P | | | 0.00 |
| | | | | P(a) | | | 0.00 |
| | | | | A | | | 0.00 |

Details

Means of verification: SELE (INEED)

Observations: Average score in INEED's Education Achievement Assessment System (SELE) in the tests to be administered in the third year of LSE. The baseline and targets will be calculated in December 2018, when the results are published.

Pro-Gender No **Pro-Ethnicity** No

| Indicator | Unit of Measure | Baseline | Baseline Year | | 2021 | 2022 | EOP 2022 |
|-----------|---|----------|---------------|------|-------|------|----------|
| 0.1 | Percentage of 17-year-olds who attend some type of secondary school belonging to ANEP | % | 70.70 | P | 91.00 | | 91.00 |
| | | | | P(a) | 91.00 | | 91.00 |
| | | | | A | | | 0.00 |

Details

Means of verification: DIE-ANEP based on the Ongoing Household Survey conducted by the National Statistics Institute (INE)

Observations: Number of 17-year-olds who attend some type of secondary school out of all 17-year-olds.

Pro-Gender No **Pro-Ethnicity** No

| Indicator | Unit of Measure | Baseline | Baseline Year | | 2021 | 2022 | EOP 2022 |
|-----------|--|----------|---------------|------|-------|------|----------|
| 0.2 | Percentage of young people between 18 and 20 who have graduated from LSE | % | 69.70 | P | 85.00 | | 85.00 |
| | | | | P(a) | 85.00 | | 85.00 |
| | | | | A | | | 0.00 |

Details

Means of verification: DIE-ANEP, based on INE's Household Survey

Observations: Young people between 18 and 20 who completed LSE (general and technical) out of all young people between the ages of 18 and 20. This indicator has been included in the 2015-2019 Budget Justification.

Pro-Gender No **Pro-Ethnicity** No

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OUTCOMES

Outcome Nbr. 0: Secondary students' school performance improved

Observation:

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|--|-----------------|----------|---------------|------|------|-----------|-----------|------------|------------|------|------------|
| 0.0 | Secondary school students benefitted by the new curricular framework | Students (#) | 0.00 | 2016 | P | 0.00 | 43,800.00 | 82,000.00 | 120,000.00 | 156,000.00 | | 156,000.00 |
| | | | | | P(a) | 0.00 | 43,800.00 | 82,000.00 | 120,000.00 | 156,000.00 | | 156,000.00 |
| | | | | | A | 0.00 | | | | | | 0.00 |

Details

Means of verification: CES and CESTP administrative records and Education Observatory

Observations: The beneficiaries are cohorts of students enrolled in secondary school under the new curricular framework. Associated outcome: Program impact indicator linked to the percentage of young people between the ages of 18 and 20 who graduated from LSE.

| Pro-Gender | | No | Pro-Ethnicity | | No | | | | | | | |
|------------|-------|----|---------------|--|------|------|-----------|-----------|-----------|-----------|--|-----------|
| | Boys | | | | P | 0.00 | 21,900.00 | 41,000.00 | 60,000.00 | 78,000.00 | | 78,000.00 |
| | | | | | P(a) | 0.00 | 21,900.00 | 41,000.00 | 60,000.00 | 78,000.00 | | 78,000.00 |
| | | | | | A | 0.00 | | | | | | |
| | Girls | | | | P | 0.00 | 21,000.00 | 41,000.00 | 60,000.00 | 78,000.00 | | 78,000.00 |
| | | | | | P(a) | 0.00 | 21,000.00 | 41,000.00 | 60,000.00 | 78,000.00 | | 78,000.00 |
| | | | | | A | 0.00 | | | | | | |

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|---|-----------------|----------|---------------|------|-----------|-----------|-----------|-----------|-----------|------|-----------|
| 0.1 | Secondary school students benefitted by the full or extended school day | Students (#) | 7,898.00 | 2017 | P | 8,736.00 | 11,700.00 | 14,640.00 | 14,640.00 | 14,640.00 | | 14,640.00 |
| | | | | | P(a) | 8,736.00 | 11,700.00 | 14,640.00 | 14,640.00 | 14,640.00 | | 14,640.00 |
| | | | | | A | 10,176.00 | | | | | | 0.00 |

Details

Means of verification: CES and CESTP administrative records, and Education Observatory

Observations: The beneficiaries are students who enroll in schools offering the longer day (full or extended). Associated outcome: Program impact indicator linked to improvements in educational achievement in LSE.

| Pro-Gender | | No | Pro-Ethnicity | | No | | | | | | | |
|------------|-------|----|---------------|--|------|----------|----------|----------|----------|----------|--|----------|
| | Boys | | | | P | 4,368.00 | 5,850.00 | 7,320.00 | 7,320.00 | 7,320.00 | | 7,320.00 |
| | | | | | P(a) | 4,368.00 | 5,850.00 | 7,320.00 | 7,320.00 | 7,320.00 | | 7,320.00 |
| | | | | | A | 4,925.00 | | | | | | |
| | Girls | | | | P | 4,368.00 | 5,850.00 | 7,320.00 | 7,320.00 | 7,320.00 | | 7,320.00 |

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OUTCOMES

| | | | | | | | | | | | | |
|--|-------|--|--|--|------|----------|----------|----------|----------|----------|--|----------|
| | Girls | | | | P(a) | 4,368.00 | 5,850.00 | 7,320.00 | 7,320.00 | 7,320.00 | | 7,320.00 |
| | | | | | A | 5,251.00 | | | | | | |

Outcome Nbr. 1: Pre-service teacher training and professional development for secondary school teachers strengthened

Observation:

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|---|--------------------------|----------|---------------|------|------|----------|-----------|-----------|-----------|------|-----------|
| 1.0 | Students of pre-service teacher training benefitted from the new program of study | students (men and women) | 0.00 | 2016 | P | 0.00 | 8,000.00 | 16,000.00 | 24,000.00 | 24,000.00 | | 24,000.00 |
| | | | | | P(a) | 0.00 | 8,000.00 | 16,000.00 | 24,000.00 | 24,000.00 | | 24,000.00 |
| | | | | | A | 0.00 | | | | | | 0.00 |

Details

Means of verification: Administrative records

Observations: The beneficiaries are cohorts of students who enroll in pre-service teacher training under the new plan.

| Pro-Gender | | No | Pro-Ethnicity | | No | | | | | | | |
|------------|-------|----|---------------|--|------|------|----------|-----------|-----------|-----------|--|-----------|
| | Men | | | | P | 0.00 | 2,400.00 | 3,200.00 | 4,800.00 | 4,800.00 | | 4,800.00 |
| | | | | | P(a) | 0.00 | 2,400.00 | 3,200.00 | 4,800.00 | 4,800.00 | | 4,800.00 |
| | | | | | A | 0.00 | | | | | | |
| | Women | | | | P | 0.00 | 5,600.00 | 12,800.00 | 19,200.00 | 19,200.00 | | 19,200.00 |
| | | | | | P(a) | 0.00 | 5,600.00 | 12,800.00 | 19,200.00 | 19,200.00 | | 19,200.00 |
| | | | | | A | 0.00 | | | | | | |

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|---|-----------------|----------|---------------|------|------|------|------|------|------|------|----------|
| 1.1 | Degree programs offered in the new program of study | carrers | 0.00 | 2016 | P | 0.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 4.00 |
| | | | | | P(a) | 0.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 4.00 |
| | | | | | A | 0.00 | | | | | | 0.00 |

Details

Means of verification: CFE resolution approved by CODICEN

Observations: The degree programs offered in the new plan are: teacher (common curriculum and early childhood), technical teacher or professor, professor, and social educator. The programs include classroom and semi-classroom studies.

| Pro-Gender | | No | Pro-Ethnicity | | No | | | | | | | |
|------------|---|-----------------|---------------|---------------|----|------|--------|--------|--------|------|------|----------|
| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
| 1.2 | Teachers contracted under the new structure for positions and | # contracts | 0.00 | 2016 | P | 0.00 | 700.00 | 750.00 | 650.00 | 0.00 | | 2,100.00 |

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OUTCOMES

| | | | | | | | | | | | | |
|-----|---|-------------|------|------|------|------|--------|--------|--------|------|--|----------|
| 1.2 | levels in pre-service teacher training career | # contracts | 0.00 | 2016 | P(a) | 0.00 | 700.00 | 750.00 | 650.00 | 0.00 | | 2,100.00 |
| | | | | | A | 0.00 | | | | | | 0.00 |

Details

Means of verification: Administrative records of the competitions.

Observations: Contracts are concluded after panel selections.

| | | | |
|------------|----|---------------|----|
| Pro-Gender | No | Pro-Ethnicity | No |
|------------|----|---------------|----|

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|---|-----------------|----------|---------------|------|------|--------|--------|--------|--------|------|----------|
| 1.3 | Inexperienced secondary school teachers who participate in the professional development and support program | Teachers (#) | 0.00 | 2016 | P | 0.00 | 150.00 | 150.00 | 300.00 | 300.00 | | 900.00 |
| | | | | | P(a) | 0.00 | 150.00 | 150.00 | 300.00 | 300.00 | | 900.00 |
| | | | | | A | 0.00 | | | | | | 0.00 |

Details

Means of verification: Administrative records

Observations: Targets will be validated when the proposed induction program for inexperienced secondary school teachers is presented; developed jointly by CFE, CES, and CETP.

| | | | |
|------------|----|---------------|----|
| Pro-Gender | No | Pro-Ethnicity | No |
|------------|----|---------------|----|

Outcome Nbr. 2: ANEP and its local entities, the CES and the CETP, and schools capacity built to manage and ensure quality public education

Observation:

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|--|-----------------|----------|---------------|------|------|------|------|------|------|------|----------|
| 2.0 | Territorial plans prepared by the decentralized boards on the “consolidated” operating level | # plans | 0.00 | 2016 | P | 0.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 16.00 |
| | | | | | P(a) | 0.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 16.00 |
| | | | | | A | 0.00 | | | | | | 0.00 |

Details

Means of verification: Administrative records

Observations: The territorial plans arise out of the plan mentioned in point 3.2. There are three levels of coordinated working capacity for the decentralized boards (incipient, intermediate, and consolidated) which will be monitored during execution.

| | | | |
|------------|----|---------------|----|
| Pro-Gender | No | Pro-Ethnicity | No |
|------------|----|---------------|----|

Outcome Nbr. 3: Secondary school and longer school day coverage increased

Observation:

| Indicator | | Unit of Measure | Baseline | Baseline Year | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | EOP 2022 |
|-----------|--|-----------------|----------|---------------|---|----------|----------|----------|----------|----------|------|----------|
| 3.0 | Secondary school students benefited by the new or upgraded schools supported by this operation | Students (#) | 0.00 | 2016 | P | 1,306.00 | 1,993.00 | 1,429.00 | 1,430.00 | 2,046.00 | | 8,204.00 |

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OUTCOMES

| | | | | | | | | | | | | |
|-----|--|--------------|------|------|------|----------|----------|----------|----------|----------|--|----------|
| 3.0 | Secondary school students benefited by the new or upgraded schools supported by this operation | Students (#) | 0.00 | 2016 | P(a) | 1,306.00 | 1,993.00 | 1,429.00 | 1,430.00 | 2,046.00 | | 8,197.00 |
| | | | | | A | 1,299.00 | | | | | | 1,299.00 |

Details

Means of verification: Administrative records

Observations: This indicator contributes to the Bank's regional development targets and corresponds to new students enrolled in the new and/or expanded secondary schools. Associated outcome: Program impact indicator linked to the percentage of 17-year-olds attending some type of secondary school belonging to ANEP

| Pro-Gender | | No | | | Pro-Ethnicity | | | No | | | | |
|------------|-------|----|--|--|---------------|--------|--------|--------|--------|----------|--|----------|
| | Boys | | | | P | 653.00 | 996.00 | 714.00 | 715.00 | 1,023.00 | | 4,101.00 |
| | | | | | P(a) | 653.00 | 996.00 | 714.00 | 715.00 | 1,023.00 | | 4,017.00 |
| | | | | | A | 569.00 | | | | | | 569.00 |
| | Girls | | | | P | 653.00 | 997.00 | 715.00 | 715.00 | 1,023.00 | | 4,103.00 |
| | | | | | P(a) | 653.00 | 997.00 | 715.00 | 715.00 | 1,023.00 | | 4,180.00 |
| | | | | | A | 730.00 | | | | | | 730.00 |

RESULTS MATRIX

OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

Component Nbr. 1 Component 1: Improvement in education quality

| | Output | Unit of Measure | | PHYSICAL PROGRESS | | FINANCIAL PROGRESS | |
|-----|---|--------------------------------|------|-------------------|----------|--------------------|-----------|
| | | | | 2017 | EOP 2022 | 2017 | EOP 2022 |
| 1.1 | New national benchmark curricular framework for secondary education designed and approved | Stages in constructing the new | P | 1 | 4 | 460,000 | 1,100,000 |
| | | | P(a) | 1 | 4 | 460,000 | 1,100,000 |
| | | | A | 1 | 1 | 13,695 | 13,695 |
| 1.2 | Schools implementing the longer school day strategy | # schools | P | 21 | 35 | 370,000 | 2,240,000 |
| | | | P(a) | 21 | 35 | 370,000 | 2,078,935 |
| | | | A | 21 | 0 | 208,935 | 208,935 |
| 1.3 | LSE classes operating as digital classrooms in subjects where teachers are scarce | # classes | P | 0 | 200 | 90,000 | 1,120,000 |
| | | | P(a) | 0 | 200 | 90,000 | 1,030,000 |
| | | | A | 0 | 0 | 0 | 0 |

Component Nbr. 2 Component 2: Training in education

| | Output | Unit of Measure | | PHYSICAL PROGRESS | | FINANCIAL PROGRESS | |
|-----|---|-------------------------------|------|-------------------|----------|--------------------|-----------|
| | | | | 2017 | EOP 2022 | 2017 | EOP 2022 |
| 2.1 | New program of study for pre-service teacher training designed, implemented, and evaluated | Phases of the new plan | P | 1 | 6 | 320,000 | 1,290,000 |
| | | | P(a) | 1 | 6 | 320,000 | 1,098,454 |
| | | | A | 1 | 1 | 128,454 | 128,454 |
| 2.2 | Panels established to adjudicate competitions for new positions and levels for preservice teacher training | Panels | P | 44 | 130 | 160,000 | 520,000 |
| | | | P(a) | 44 | 130 | 160,000 | 421,448 |
| | | | A | 0 | 0 | 61,448 | 61,448 |
| 2.3 | Design and execution of a program of professional development and support for inexperienced secondary school teachers | Phases in the support program | P | 0 | 4 | 30,000 | 1,520,000 |
| | | | P(a) | 0 | 4 | 30,000 | 1,490,000 |
| | | | A | 0 | 0 | 0 | 0 |

Component Nbr. 3 Component 3: Territorial integration and management for education improvement

| | Output | Unit of Measure | | PHYSICAL PROGRESS | | FINANCIAL PROGRESS | |
|-----|--|--------------------------------|------|-------------------|----------|--------------------|-----------|
| | | | | 2017 | EOP 2022 | 2017 | EOP 2022 |
| 3.1 | 3.1 - Quality assurance reports delivered | Reports | P | 3 | 26 | 1,090,000 | 3,970,000 |
| | | | P(a) | 3 | 27 | 1,090,000 | 3,970,000 |
| | | | A | 4 | 4 | 200,701 | 200,701 |
| 3.2 | 3.2a - Design of a system to protect learning pathways | Document on the system approve | P | 1 | 1 | 230,000 | 1,585,000 |
| | | | P(a) | 1 | 1 | 230,000 | 1,585,044 |
| | | | A | 1 | 1 | 230,044 | 230,044 |
| 3.3 | 3.2b - Strengthening plan to protect pathways in the decentralized boards operating. | Decentralized board plans fina | P | 16 | 23 | 230,000 | 1,585,000 |
| | | | P(a) | 16 | 23 | 230,000 | 1,362,454 |
| | | | A | 10 | 0 | 7,454 | 7,454 |
| 3.4 | 3.3 - New modules implemented to strengthen financial, administrative, human resource- and education management. | Modules implemented | P | 2 | 8 | 1,090,000 | 5,510,000 |
| | | | P(a) | 2 | 8 | 1,090,000 | 5,084,793 |
| | | | A | 2 | 2 | 664,793 | 664,793 |

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OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

Component Nbr. 4 Component 4: Infrastructure for education improvement

| | Output | Unit of Measure | | PHYSICAL PROGRESS | | FINANCIAL PROGRESS | |
|-----|---|-------------------|------|-------------------|----------|--------------------|------------|
| | | | | 2017 | EOP 2022 | 2017 | EOP 2022 |
| 4.1 | New secondary schools built and outfitted | # schools | P | 2 | 14 | 7,740,000 | 32,420,000 |
| | | | P(a) | 2 | 14 | 7,740,000 | 29,735,581 |
| | | | A | 2 | 2 | 5,055,581 | 5,055,581 |
| 4.2 | Secondary schools expanded and outfitted | # schools | P | 1 | 13 | 3,770,000 | 8,640,000 |
| | | | P(a) | 1 | 13 | 3,770,000 | 7,357,798 |
| | | | A | 1 | 1 | 2,487,798 | 2,487,798 |
| 4.3 | Teacher training schools expanded | # Schools | P | 0 | 13 | 0 | 7,990,000 |
| | | | P(a) | 0 | 13 | 0 | 8,588,034 |
| | | | A | 0 | 0 | 598,034 | 598,034 |
| 4.4 | PPP management unit inside ANEP designed and in operation | Management report | P | 1 | 5 | 50,000 | 240,000 |
| | | | P(a) | 1 | 5 | 50,000 | 261,172 |
| | | | A | 1 | 1 | 71,172 | 71,172 |

Other Cost

| | | | | | | |
|--|---|------|--|--|---------|-----------|
| | UCP | P | | | 680,000 | 4,160,000 |
| | | P(a) | | | 680,000 | 4,065,063 |
| | | A | | | 585,063 | 585,063 |
| | Gastos de administración, auditoría y evaluación. | P | | | 120,000 | 810,000 |
| | | P(a) | | | 120,000 | 796,375 |
| | | A | | | 106,375 | 106,375 |

Total Cost

| | | | | | | |
|--|------------|------|--|--|------------|------------|
| | Total Cost | P | | | 16,430,000 | 74,700,000 |
| | | P(a) | | | 16,430,000 | 70,025,151 |
| | | A | | | 10,419,547 | 10,419,547 |

CHANGES TO THE MATRIX

No information available for this section