

PMR Operational Report

Operation Number	UR-L1116	Chief of Operations Validation Date	10/22/20
Year- PMR Cycle	First period Jan-Jun 2020	Division Chief Validation Date	
Last Update	10/09/20	Country Representative Validation Date	
PMR Validation Stage	Validated by Chief of Operations		

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	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		

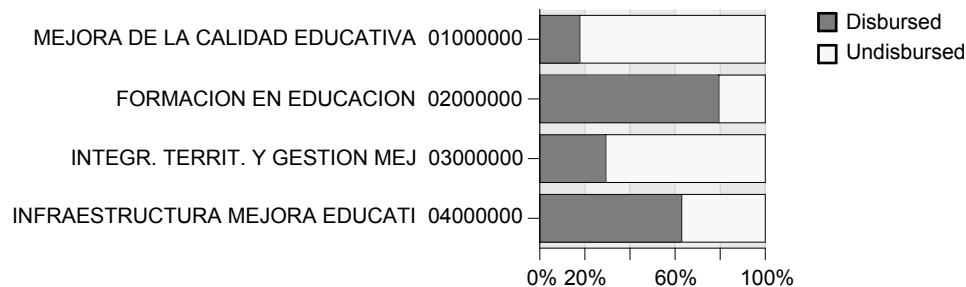
Environmental and Social Safeguards

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	33,050,522.97	66.10%	16,949,477.03
Aggregated	50,000,000	50,000,000	24,700,000	0	74,700,000	50,000,000	33,050,522.97	66.10%	16,949,477.03

Expense Categories by Loan Contract (cumulative values)



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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		2018	2021	2022	EOP 2022
0.0	Improvement in educational achievement in lower secondary education (LSE)	Average score	0.00	2018	P			0.00
					P(a)			0.00
					A	0.00		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		2018	2021	2022	EOP 2022
0.1	Percentage of 17-year-olds who attend some type of secondary school belonging to ANEP	%	70.70	2014	P		91.00	91.00
					P(a)		91.00	91.00
					A	79.80		79.80

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		2018	2021	2022	EOP 2022
0.2	Percentage of young people between 18 and 20 who have graduated from LSE	%	69.70	2017	P		85.00	85.00
					P(a)		85.00	85.00
					A	74.00		74.00

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	# of 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	57,763.00	99,169.00	139,160.00		0.00

Details

Means of verification: CES and CETP 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							
	Male				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	31,749.00	52,507.00	72,226.00			
	Female				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	26,014.00	46,662.00	66,935.00			

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	# of 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	13,468.00	14,031.00	18,532.00		0.00

Details

Means of verification: CES and CETP 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				
	Male				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	6,547.00	6,811.00	8,803.00			
	Female				P	4,368.00	5,850.00	7,320.00	7,320.00	7,320.00		7,320.00

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	Female				P(a)	4,368.00	5,850.00	7,320.00	7,320.00	7,320.00		7,320.00
					A	5,251.00	6,921.00	7,220.00	9,729.00			

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	536.00	840.00	1,304.00			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	272.00	413.00	606.00			
	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	264.00	427.00	698.00			

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	1.00	1.00	1.00			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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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		1,486.00
					A	0.00	0.00	836.00	572.00			1,408.00

Details

Means of verification: Administrative records of the competitions.

Observations: Contracts are concluded after panel selections.

Pro-Gender	No	Pro-Ethnicity	No
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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		1,129.00
					A	0.00	0.00	529.00	550.00			1,079.00

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
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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		8.00
					A	0.00	0.00	0.00	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
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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	# of 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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3.0	Secondary school students benefited by the new or upgraded schools supported by this operation	# of students	0.00	2016	P(a)	1,306.00	1,993.00	1,429.00	1,430.00	2,046.00		8,432.00
					A	1,299.00	1,290.00	2,367.00	485.00			5,441.00

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				
	Male				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		4,051.00
					A	569.00	588.00	1,156.00	272.00			2,585.00
	Female				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		4,381.00
					A	730.00	702.00	1,211.00	213.00			2,856.00

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OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

Component Nbr. 1 Component 1: Improvement in education quality

	Output	Unit of Measure		PHYSICAL PROGRESS		FINANCIAL PROGRESS	
				2020	EOP 2022	2020	EOP 2022
1.1	New national benchmark curricular framework for secondary education designed and approved	Stages in constructing the new	P	1	4	0	1,100,000
			P(a)	1	4	0	108,997
			A	0	3	109,150	218,147
1.2	Schools implementing the longer school day strategy	# schools	P	35	35	480,000	2,240,000
			P(a)	35	35	476,030	1,783,005
			A	43	0	248,580	1,105,712
1.3	LSE classes operating as digital classrooms in subjects where teachers are scarce	# classes	P	150	200	290,000	1,120,000
			P(a)	150	200	291,032	836,105
			A	0	0	124,874	290,705

Component Nbr. 2 Component 2: Training in education

	Output	Unit of Measure		PHYSICAL PROGRESS		FINANCIAL PROGRESS	
				2020	EOP 2022	2020	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	220,000	1,290,000
			P(a)	1	6	232,972	1,272,994
			A	1	4	267,896	1,021,346
2.2	Panels established to adjudicate competitions for new positions and levels for preservice teacher training	Panels	P	0	130	80,000	520,000
			P(a)	0	150	73,333	539,674
			A	0	150	308,966	694,640
2.3	Design and execution of a program of professional development and support for inexperienced secondary school teachers	Phases in the support program	P	1	4	480,000	1,520,000
			P(a)	1	4	481,340	1,266,594
			A	1	3	294,010	559,165

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

	Output	Unit of Measure		PHYSICAL PROGRESS		FINANCIAL PROGRESS	
				2020	EOP 2022	2020	EOP 2022
3.1	3.1 - Quality assurance reports delivered	Reports	P	6	26	740,000	3,970,000
			P(a)	6	26	737,871	3,991,130
			A	5	19	1,047,680	3,512,530
3.2	3.2a - Design of a system to protect learning pathways	Document on the system approve	P	0	1	340,000	1,585,000
			P(a)	0	1	262,629	1,565,919
			A	0	1	254,920	1,334,227
3.3	3.2b - Strengthening plan to protect pathways in the decentralized boards operating.	Decentralized board plans fina	P	23	23	340,000	1,585,000
			P(a)	23	23	419,467	1,050,150
			A	1	0	54,112	223,382
3.4	3.3 - New modules implemented to strengthen financial, administrative, human resource- and education management.	Modules implemented	P	0	8	930,000	5,510,000
			P(a)	0	7	927,003	4,625,139
			A	0	6	991,568	3,732,701

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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	
				2020	EOP 2022	2020	EOP 2022
4.1	New secondary schools built and outfitted	# schools	P	3	14	5,850,000	32,420,000
			P(a)	3	15	5,853,658	34,080,635
			A	3	12	4,157,845	25,903,647
4.2	Secondary schools expanded and outfitted	# schools	P	3	13	1,220,000	8,640,000
			P(a)	3	13	1,219,887	9,886,806
			A	0	7	1,618,503	9,587,792
4.3	Teacher training schools expanded	# Schools	P	4	13	3,050,000	7,990,000
			P(a)	4	11	3,047,069	8,724,124
			A	1	3	1,215,852	3,665,860
4.4	PPP management unit inside ANEP designed and in operation	Management report	P	1	5	50,000	240,000
			P(a)	1	5	45,941	342,362
			A	1	4	152,120	398,006

Other Cost

	UCP	P			910,000	4,160,000
		P(a)			905,945	3,846,240
		A			656,471	2,600,226
	Gastos de administración, auditoría y evaluación.	P			150,000	810,000
		P(a)			152,888	780,126
		A			115,983	525,050

Total Cost

	Total Cost	P			15,130,000	74,700,000
		P(a)			15,127,065	74,700,000
		A			11,618,530	55,373,136

CHANGES TO THE MATRIX

No information available for this section

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IMPLEMENTATION STATUS AND LEARNING

Lesson Learned - Categories

Stakeholder Priorities