

PMR Public Report

Operation Number	UR-L1116	Chief of Operations Validation Date	03/31/23
Year- PMR Cycle	Second period Jan-Dec 2022	Division Chief Validation Date	05/01/23
Last Update	03/30/23	Country Representative Validation Date	05/02/23
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	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		

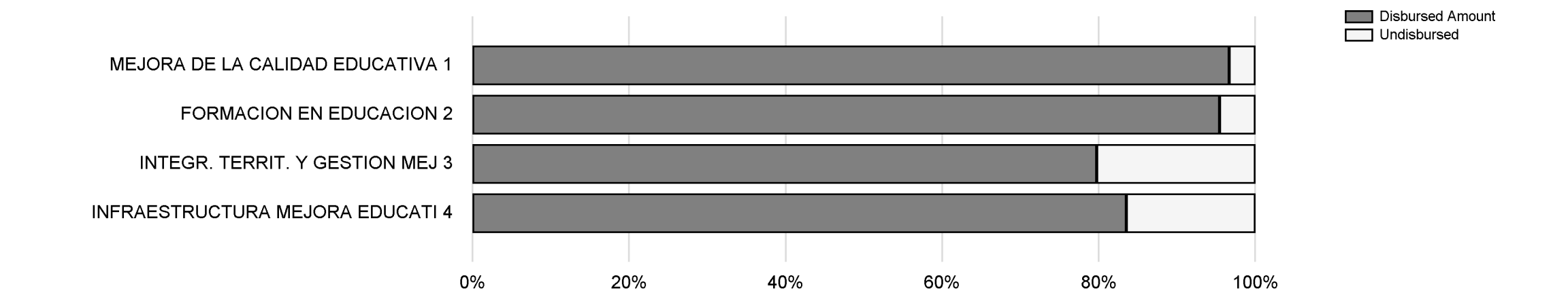
Environmental and Social Safeguards

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

	Total Cost and Source					Available Funds (US\$)			
Operations	Original IDB	Current IDB	Local Counterpart	Co-Financing / Country	Total Original Cost	Current IDB	Disb. Amount to Date	% Disbursed	Undisbursed Amount
UR-L1116	50,000,000	50,000,000	24,700,000	0	74,700,000	50,000,000	49,850,522.97	99.70%	149,477.03
Aggregated	50,000,000	50,000,000	24,700,000	0	74,700,000	50,000,000	49,850,522.97	99.70%	149,477.03

Expense Categories by Loan Contract (cumulative values)



Please 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.

RESULTS MATRIX

General Development Objectives

General Development Objectives 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	Expected Year of Achievement	EOP 2024	
0.0	Improvement in educational achievement in lower secondary education (LSE)	Average score	0	2018	2021	P	-
						A	-

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.

The General Development Objective indicator target is expected to be observed by the operation’s "Fully Justified" date in Convergence (CO): No

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator					
Indicator				Unit of Measure	Baseline	Baseline Year	Expected Year of Achievement	EOP 2024	
0.1	Percentage of 17-year-olds who attend some type of secondary school belonging to ANEP			%	70.7	2014	2021	P	91
								A	83.2
Details									

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

The General Development Objective indicator target is expected to be observed by the operation's "Fully Justified" date in Convergence (CO): No

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator					
Indicator				Unit of Measure	Baseline	Baseline Year	Expected Year of Achievement	EOP 2024	
0.2	Percentage of young people between 18 and 20 who have graduated from LSE			%	69.7	2017	2021	P	85
								A	77.8
Details									

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.

The General Development Objective indicator target is expected to be observed by the operation’s "Fully Justified" date in Convergence (CO): No

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator			

RESULTS MATRIX

Specific Development Objectives

Specific Development Objectives Nbr. 0: Secondary students' school performance improved

Observation:

	Indicator	Unit of Measure	Baseline	Baseline Year		2017	2018	2019	2020	2021	2022	2023	EOP 2024
0.0	Secondary school students benefitted by the new curricular framework	# of students	0	2016	P	-	43,800	82,000	120,000	156,000	-	-	156,000
					A	-	57,763	99,169	139,160	176,657	214,893	-	156,000

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.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	2.1 Students benefited by education projects (#) (C)										
Disaggregation		Male			P	-	21,900	41,000	60,000	78,000	-	-	78,000		
					A	-	31,749	52,507	72,226	91,433	111,003	-	78,000		
		Female			P	-	21,000	41,000	60,000	78,000	-	-	78,000		
					A	-	26,014	46,662	66,935	85,224	103,890	-	78,000		
Indicator				Unit of Measure	Baseline	Baseline Year	2017	2018	2019	2020	2021	2022	2023	EOP 2024	
0.1	Secondary school students benefitted by the full or extended school day			# of students	7898	2017	P	8,736	11,700	14,640	14,640	14,640	-	-	14,640
							A	10,176	13,468	14,031	18,532	19,536	18,827	-	14,640
Details															

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	2.1 Students benefitted by education projects (#) (C)									
Disaggregation		Male				P	4,368	5,850	7,320	7,320	7,320	-	-	7,320
						A	4,925	6,547	6,811	8,803	9,088	8,761	-	7,320
		Female				P	4,368	5,850	7,320	7,320	7,320	-	-	7,320
						A	5,251	6,921	7,220	9,729	10,448	10,066	-	7,320

Specific Development Objectives 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	2023	EOP 2024
1.0	Students of pre-service teacher training benefitted from the new program of study	students (men and women)	0	2016	P	-	8,000	16,000	24,000	24,000	-	-	24,000
					A	-	536	840	1,304	1,701	1,637	-	24,000
Details													
Means of Verification: Administrative records													
Observations: The beneficiaries are cohorts of students who enroll in pre-service teacher training under the new plan.													

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator										
Disaggregation			Men		P	-	2,400	3,200	4,800	4,800	-	-	4,800	
					A	-	272	413	606	724	713	-	4,800	

Disaggregation			Women											
				P	-	5,600	12,800	19,200	19,200	-	-	19,200		
				A	-	264	427	698	977	924	-	19,200		
Indicator		Unit of Measure		Baseline	Baseline Year	2017	2018	2019	2020	2021	2022	2023	EOP 2024	
1.1	Degree programs offered in the new program of study		carrers	0	2016	P	-	4	4	4	4	-	-	4
						A	-	1	1	1	1	1	-	4

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.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator		

Indicator		Unit of Measure	Baseline	Baseline Year	2017	2018	2019	2020	2021	2022	2023	EOP 2024
1.2	Teachers contracted under the new structure for positions and levels in pre-service teacher training career	# contracts	0	2016	P	-	700	750	650	-	-	2,100
					A	-	-	836	572	-	-	1,408

Details

Means of Verification: Administrative records of the competitions.

Observations: Contracts are concluded after panel selections.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator		

Indicator		Unit of Measure	Baseline	Baseline Year	2017	2018	2019	2020	2021	2022	2023	EOP 2024
1.3	Inexperienced secondary school teachers who participate in the professional development and support program	Teachers (#)	0	2016	P	-	150	150	300	300	-	900
					A	-	-	529	643	-	-	1,172

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.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	Teachers trained (#) ()	

Specific Development Objectives 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	2023	EOP 2024
2.0	Territorial plans prepared by the decentralized boards on the “consolidated” operating level	# plans	0	2016	P	-	4	4	4	-	-	16
					A	-	-	-	-	-	-	-

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.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator		

Specific Development Objectives Nbr. 3: Secondary school and longer school day coverage increased

Observation:

	Indicator	Unit of Measure	Baseline	Baseline Year		2017	2018	2019	2020	2021	2022	2023	EOP 2024
3.0	Secondary school students benefited by the new or upgraded schools supported by this operation	# of students	0	2016	P	1,306	1,993	1,429	1,430	2,046	-	-	8,204
					A	1,299	1,290	2,367	1,130	657	335	-	7,078

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

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	2.1 Students benefited by education projects (#) (C)								
Disaggregation		Male			P	653	996	714	715	1,023	-	-	4,101
					A	569	588	1,156	554	289	141	-	3,297
		Female			P	653	997	715	715	1,023	-	-	4,103
					A	730	702	1,211	576	368	194	-	3,781

RESULTS MATRIX

OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

Component Nbr. 1Component 1: Improvement in education quality

				PHYSICAL PROGRESS		FINANCIAL PROGRESS	
	Output	Unit of Measure		2022	EOP 2024	2022	EOP 2024
1.01	New national benchmark curricular framework for secondary education designed and approved	Stages in constructing the new curricular framework	P	-	4	-	1,100,000
			P (a)	-	3	324,574	1,112,463
			A	-	3	235,191	1,112,463
1.02	Schools implementing the longer school day strategy	# schools	P	-	35	-	2,240,000
			P (a)	35	35	-	1,860,579
			A	40	41	173,112	1,845,786
1.03	LSE classes operating as digital classrooms in subjects where teachers are scarce	# classes	P	-	200	-	1,120,000
			P (a)	-	200	-	543,145
			A	-	-	69,606	481,148

Component Nbr. 2Component 2: Training in education

				PHYSICAL PROGRESS		FINANCIAL PROGRESS	
	Output	Unit of Measure		2022	EOP 2024	2022	EOP 2024
2.01	New program of study for pre-service teacher training designed, implemented, and evaluated	Phases of the new plan	P	-	6	-	1,290,000
			P (a)	-	6	-	1,285,884
			A	1	6	127,727	1,194,102
2.02	Panels established to adjudicate competitions for new positions and levels for preservice teacher training	Panels	P	-	130	-	520,000
			P (a)	-	150	-	1,057,160
			A	-	150	160,999	1,022,168
2.03	Design and execution of a program of professional development and support for inexperienced secondary school teachers	Phases in the support program	P	-	4	-	1,520,000
			P (a)	-	3	-	636,250
			A	-	3	-	636,250

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

				PHYSICAL PROGRESS		FINANCIAL PROGRESS	
	Output	Unit of Measure		2022	EOP 2024	2022	EOP 2024
3.01	3.1 - Quality assurance reports delivered	Reports	P	-	26	-	3,970,000
			P (a)	-	29	-	5,931,140
			A	5	29	790,932	5,195,656
3.02	3.2a - Design of a system to protect learning pathways	Document on the system approved	P	-	1	-	1,585,000
			P (a)	-	1	-	1,735,721
			A	-	1	175,137	1,735,721
3.03	3.2b - Strengthening plan to protect pathways in the decentralized boards operating.	Decentralized board plans financed yearly	P	-	23	-	1,585,000
			P (a)	-	23	-	319,023
			A	4	-	44,762	319,023
3.04	3.3 - New modules implemented to strengthen financial, administrative, human resource- and education management.	Modules implemented	P	-	8	-	5,510,000
			P (a)	-	8	1,229,661	6,201,967
			A	-	8	751,894	5,264,085

Component Nbr. 4 Component 4: Infrastructure for education improvement

				PHYSICAL PROGRESS		FINANCIAL PROGRESS	
	Output	Unit of Measure		2022	EOP 2024	2022	EOP 2024
4.01	New secondary schools built and outfitted	# schools	P	-	14	-	32,420,000
			P (a)	1	15	1,028,389	31,401,620
			A	-	15	914,301	30,973,020
4.02	Secondary schools expanded and outfitted	# schools	P	-	13	-	8,640,000
			P (a)	3	12	2,154,921	17,379,786
			A	2	12	3,060,599	14,293,662
4.03	Teacher training schools expanded	# schools	P	-	13	-	7,990,000
			P (a)	-	9	1,508,846	6,726,477
			A	3	9	1,553,868	6,533,330
4.04	PPP management unit inside ANEP designed and in operation	Management report	P	-	5	-	240,000
			P (a)	1	6	-	533,585
			A	1	6	51,913	533,585

Other Cost				
	UCP	P		4,160,000
		P (a)	685,162	3,348,845
		A	292,238	3,348,845
	Gastos de administración, auditoría y evaluación.	P		810,000
		P (a)	32,506	680,053
		A	48,693	665,836
Total Cost				
	Total Cost	P	0	74,700,000
		P (a)	6,964,059	80,753,698
		A	8,450,972	75,154,680

CHANGES TO THE MATRIX					
Section	Name	Type of Change	Sub type	Modified By	Entered in System
Output	3.1 - Quality assurance reports delivered	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
			Modify Physical EOP P(a) value - caused by a change in the Physical P(a).	VVINAP AIS	3/6/2023
	3.2a - Design of a system to protect learning pathways	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/21/2023
	3.2b - Strengthening plan to protect pathways in the decentralized boards operating.	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/21/2023
	3.3 - New modules implemented to strengthen financial, administrative, human resource- and education management.	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
	LSE classes operating as digital classrooms in subjects where teachers are scarce	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
	New national benchmark curricular framework for secondary education designed and approved	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/21/2023
	New program of study for pre-service teacher training designed, implemented, and evaluated	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
			Modify Physical EOP P(a) value - caused by a change in the Physical P(a).	VVINAP AIS	3/6/2023
	New secondary schools built and outfitted	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
			Modify Physical EOP P(a) value - caused by a change in the Physical P(a).	VVINAP AIS	3/6/2023
	Panels established to adjudicate competitions for new positions and levels for preservice teacher training	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
	PPP management unit inside ANEP designed and in operation	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
	Schools implementing the longer school day strategy	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
	Secondary schools expanded and outfitted	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
			Modify Physical EOP P(a) value - caused by a change in the Physical P(a).	VVINAP AIS	3/6/2023
	Teacher training schools expanded	Modify Output	Modify Financial EOP P(a) value - caused by a change in the Financial P(a).	VVINAP AIS	3/22/2023
			Modify Physical EOP P(a) value - caused by a change in the Physical P(a).	VVINAP AIS	3/6/2023

RISKS AND PLANNED RESPONSES

Risk ID	Risk Status		Risk Taxonomy
1	Inactive		Social Environment
	Response Actions		
	1	Management Strategy	Status

Risk ID	Risk Status		Risk Taxonomy
2	Inactive		Social Environment
	Response Actions		
	2.01	Management Strategy	Status
		MITIGATE	INACTIVE

Risk ID	Risk Status		Risk Taxonomy		
3	Active		Economic and Financial Environment		
	Response Actions				
	3.01	Management Strategy		Status	
		MITIGATE		ACTIVE	
	3.02	Management Strategy		Status	
		ACCEPT		INACTIVE	

Risk ID	Risk Status		Risk Taxonomy		
4	Inactive		Economic and Financial Environment		
	Response Actions				
	4.01	Management Strategy		Status	
		ACCEPT		INACTIVE	

Risk ID	Risk Status		Risk Taxonomy
5	Inactive		Goods, and Services
	Response Actions		
	5.01	Management Strategy	Status
		MITIGATE	INACTIVE

Risk ID	Risk Status		Risk Taxonomy
6	Inactive		Institutional Environment
	Response Actions		
	6.01	Management Strategy	Status
		MITIGATE	INACTIVE

Risk ID	Risk Status		Risk Taxonomy
7	Active		Planning
	Response Actions		
	7.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
8	Inactive		Goods, and Services
	Response Actions		
	8	Management Strategy	Status

Risk ID	Risk Status		Risk Taxonomy
9	Inactive		Institutional Environment
	Response Actions		
	9.01	Management Strategy	Status
		MITIGATE	INACTIVE

Risk ID	Risk Status		Risk Taxonomy		
10	Inactive		Institutional Environment		
	Response Actions				
	10.01	Management Strategy		Status	
		MITIGATE		INACTIVE	
	10.02	Management Strategy		Status	
		MITIGATE		INACTIVE	

Risk ID	Risk Status		Risk Taxonomy
11	Inactive		Social Environment
	Response Actions		
	11.01	Management Strategy	Status
		MITIGATE	INACTIVE

Risk ID	Risk Status		Risk Taxonomy
12	Active		Institutional Environment
	Response Actions		
	12.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
13	Inactive		Human Resources
	Response Actions		
	13.01	Management Strategy	Status
		MITIGATE	INACTIVE

Risk ID	Risk Status		Risk Taxonomy
14	Active		Planning
	Response Actions		
	14.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy		
15	Inactive		Organizational Structure		
	Response Actions				
	15	Management Strategy		Status	

Risk ID	Risk Status		Risk Taxonomy		
16	Inactive		Systems		
	Response Actions				
	16	Management Strategy		Status	

IMPLEMENTATION STATUS AND LEARNING

Lesson Learned - Categories
Project Management Capacity
Project Design
Others - Technical-Sectorial Dimensions
Others - Dimensions Related to Public Processes/ Actors
Intra/Inter Coordination
Others - Organizational and Managerial Dimensions
Environmental and Social Factors
Project Monitoring & Evaluation