



**UNESCO COUNTRY PROGRAMMING DOCUMENT
for the Eastern Republic of**

URUGUAY

2008-2009



**February 2008
First edition**

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Abbreviations & Acronyms

AUGM	Associations of Universities of the Montevideo Group
CCA	Common Country Assessment
CEIBAL	<i>Conectividad Educativa de Informática Básica para el Aprendizaje en Línea</i> ", Basic Computer Educative Connectivity for on-line Learning
ECCE	Early Childhood Care and Education
FAO	Food and Agriculture Organization of the United Nations
GDP	Gross Domestic Product
GNI	Gross National Income
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IHP	International Hydrological Program
ICTs	Information and Communication Technologies
IESALC	UNESCO International Institute for Higher Education in Latin America and the Caribbean
IIEP	UNESCO International Institute for Education Planning
ILO	International Labour Organization
LLECE	Latin American Laboratory for Assessment of the Quality of Education
MAB	Man and the Biosphere programme
MDGs	Millennium Development Goals
MDG-F	Spanish Millennium Development Goals Achievement Fund
MERCOSUR	<i>Mercado Común del Sur</i>
MOST	Management of Social Transformations Programme
NFE	Non Formal Education
OAS	Organization of American States
OECD	Organization for Economic Co-operation and Development
OLPC	One laptop per Child
OREALC	UNESCO Regional Bureau for Education in Latin America and the Caribbean
PAHO	Pan-American Health Organization
PANES	<i>Plan de Asistencia Nacional a la Emergencia Social</i>
S&T	Science and Technology
UCPD	UNESCO Country Programming Document
UNAIDS	The joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNIFEM	United Nations Development Fund for Women
UTE	<i>Administración Nacional de Usinas y Transmisiones Eléctricas</i> (National electricity provider)
WMO	World Meteorological Organization

PART I – SITUATION ANALYSIS

Country Assessment

Located in the south-Eastern part of South America, the **Eastern Republic of Uruguay**¹ has a surface of 176,215 square kilometres. The country is bordered by the Federative Republic of Brazil to the north, by the Republic of Argentina across the bank of both the Uruguay River to the west and the estuary of *Río de la Plata* to the southwest, and the South Atlantic Ocean to the southeast. Uruguay is a small country both in terms of surface and population when compared to the two countries bordering it. Its total population is of 3,314,466 inhabitants², of whom 1,345,010 live in the department of Montevideo – one of the country's 19 political divisions – which includes the capital city, leading to an urbanization rate of 92%³. Other features are an annual growth rate of the population of 0.7% (half the regional average)⁴, and the fact that 13% of its population is older than 65 years of age, the highest figure in the region.

Uruguay is one of the 96 countries in the World ranked as “middle income economies” – and, within that group, one of the 41 countries labelled as “**upper middle income economies**”-. Its GDP per capita is of US\$9,962 in Purchasing Power Parity⁵, and its average annual GDP growth rate was 6.6% in 2005 and 7.1% in 2006. However, a thorough examination of the country's recent economic performance reveals a lower and more volatile growth than that of the majority of countries in the region. In terms of its sectoral structure, agriculture accounts for 8.7% of total value added in GDP, with industry accounting for 30.8% and services for 61.3%. The country is recovering from the impact of the last economic recession which happened between 1999 and 2003 as a result of the financial and economic crisis that affected the region, and which led to a reduction of GDP of 17%, an increase in poverty rates reaching now 31.9% of the population, and an increase in unemployment from about 10% in 1998 to 17% at the end of 2002 which reinforced the already existing trend of emigration.

The country has shown **clear signs of recovery** since then. Besides the growth figures mentioned above, unemployment was reduced to 9.6% in the last quarter of 2006⁶, and the poverty levels also saw a significant decrease. This trend is partly explained by the rising prices on international markets of goods such as some agricultural products. While this is a good development, it also highlights the vulnerability of an economy based on exports of agricultural goods and of low-value aggregated manufactures.

Uruguay is a founding member of **MERCOSUR**, the “Southern Common Market”, a regional trade agreement among Brazil, Argentina, Uruguay and Paraguay, established in 1991 by the Treaty of Asunción, later amended and updated by the 1994 Treaty of Ouro Preto. Its purpose is to promote free trade and the fluid movement of goods, people, and currency, contributing to regional integration. Bolivia, Chile, Colombia, Ecuador and Peru currently have associate member status, while Venezuela has signed a membership agreement, yet to be ratified. MERCOSUR is thus the primary framework for the

¹ This is the English translation of the official name of the country, “*República Oriental del Uruguay*”. It will be hereinafter referred to as Uruguay.

² According to the 2006 survey carried out by the Instituto Nacional de Estadística, Uruguay National Statistics Institute.

³ Compared to a regional average of 78% and one of 75% for upper middle income countries. Unless otherwise stated, data for this section on country assessment are extracted from the World Development Indicators Database, World Bank.

⁴ Data for 2004. Source: UNESCO Institute for Statistics (UIS), 2007.

⁵ The regional average is of US\$8,417. The figure for Uruguay corresponds to GNI of US\$5,921 per capita using the World Bank Atlas method.

⁶ Source: Instituto Nacional de Estadística of Uruguay.

internationalization of the Uruguayan economy, but its potential as an integration framework goes far beyond this purpose.

In terms of **natural resources**, 85.5% of the surface of the country is agricultural land and forestry accounts for almost 8% of it⁷. Uruguay shares with its neighbours the *Acuífero Guaraní*, the biggest aquifer in Latin America. The Government has been developing environmental protection policies around the concept of “*Uruguay Natural*”, which includes the promotion of natural resources for several uses –from manufacturing to tourism industry– as well as their preservation. It is especially relevant as Uruguay experiences increased vulnerability and risk as a result of climate change. While Uruguay’s situation is far better than that of other countries in the region, the experience of the flooding in May 2007 has raised the importance of such concerns, and led to a co-ordinated response by the United Nations Country Team in the form of emergency assistance in several domains.



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In terms of socioeconomic indicators, Uruguay is well placed to achieve the Education for All goals in 2015. It has an adult literacy rate of 97%, with a slight differential in favour of the female population. Primary education is close to being universalized (the net enrolment rate was of 92% in 2005 with a small differential in favour of girls)⁸, although studies by the National Institute for Statistics reveal unequal conditions in terms of impact of the education system to the detriment of women and girls⁹. Efforts are being made to expand access to the

⁷ Data Source: World Bank Development Indicators Database for 2000.

⁸ Data for this paragraph extracted from the Education for All Global Monitoring Report, UNESCO, 2008.

⁹ For instance, among people who did not have access to education 59% are women. ‘*Perspectiva de Género*’, *Encuesta Nacional de Hogares ampliada*, Instituto Nacional de Estadística (2006).

public education system to pre-primary (where the present net enrolment ratio is slightly below 60%) and to the secondary levels (particularly to upper secondary level). The education system is being reformed to enhance its coverage and reinforce quality. In the area of health, the system is also being reformed in order to reduce the segmentation of service supply, increase equality of access to a quality service. Presently 58.6% of the population make use of the public health system, while 47% use private services, 0.5% other suppliers and 3.8% do not have access to any health service¹⁰. HIV prevalence rate among adults between 15 and 49 years of age is of 0.5%. While this is a relatively low figure both in regional and in worldwide terms, the long term trend points to an increase in the figures affecting particularly women and young people.

Uruguay has advanced since 1985 in the consolidation of **democracy**. After a relatively smooth political transition, there has been recently an important and visible step in terms of the effective protection of human rights, with the trial of persons involved in human rights violations during the last dictatorship. However, there are still important social groups that undergo considerable difficulties in the full exercise of their economic, social and cultural rights. The mechanisms of "horizontal accountability"¹¹ still need to be reinforced, and the participation of women in posts of political representation is still low, both in the regional and world contexts and when compared to countries at a similar level of human development¹².

Pertinent Development Issues

The elections of October (2004) were won by the *Frente Amplio – Encuentro Progresista – Nueva Mayoría* (FA-EP-NM) coalition, a significant change that ended 170 years of dominance of Uruguayan politics by the two traditional parties, the *Partido Colorado* and the *Partido Nacional*. The new Government took office in March 2005 and unveiled a development strategy based on six interdependent axes: enhancing productivity (*Uruguay Productivo*), fostering social development (*Uruguay Social*), promoting innovation (*Uruguay Innovador*), strengthening democracy (*Uruguay Democrático*), enhancing regional and global integration (*Uruguay Integrado*) and promoting policies which consolidate and promote Uruguayan culture (*Uruguay Cultural*).

Uruguay Productivo seeks to achieve high and sustained growth through the coherent implementation of structural changes and short-term economic policies. Structural changes aim to establish clear rules of the game between the State and the market, to transform the financial sector, to develop capital markets and 'de-dollarize' the economy. "*Uruguay Productivo*" also calls for state reforms, including improving professional and technical qualification of civil servants, enhancing transparency and accountability in the conduct of state functions, decentralizing management and eradicating all forms of 'clientelism'. Among other structural reforms the Government is implementing a tax reform, which encompasses the introduction of a personal income tax. Another priority is the emphasis on fostering the internationalization of the Uruguayan economy (see below for *Uruguay Integrado*).

¹⁰ According to the survey "*Los Uruguayos y la salud: situación, percepciones y comportamiento*", Encuesta Nacional de Hogares ampliada, Instituto Nacional de Estadística (2006).

¹¹ See *Naciones Unidas en Uruguay, Análisis Común de País*, Nov. 2005. "Horizontal accountability" (a concept developed by scholars such as Guillermo O'Donnell and Richard Sklar) refers to the capacity of governmental institutions-including such "agencies of restraint" as courts, independent electoral tribunals, anticorruption bodies, central banks, auditing agencies, and ombudsmen-to check abuses by other public agencies and branches of government. (as distinguished from "vertical accountability" through which public officials are held accountable by free elections, a free press, and an active civil society).

¹² Women accounted only for 11% of the parliamentarians elected in 2004, compared to a regional average of 17.4% and a world average of 19.5%. Data from the survey of the International Parliamentary Union, see <http://www.ipu.org>.

Uruguay Social underscores the need to transform the quality of life of Uruguayans with special emphasis on the most vulnerable, thereby fostering social inclusion through specific programmes. The Government created in 2005 the Ministry of Social Development (MIDES) and started implementing a number of social inclusion programmes, including the Emergency Programme called PANES (*Plan de Asistencia Nacional a la Emergencia Social*), whose objective is “to attend to the needs of individuals below the extreme poverty line or in high risk of falling below it – estimated to include some 200,000 individuals, or 6% of the population – through a set of eight coordinated programs (basic food, health emergency, minimum income, education for critical areas, workfare, two housing programs, and homelessness)”¹³. Besides these programmes, the Government aims at fostering education by increasing overall funding for the education sector to improve equity, improving achievements, and making school education more relevant for the labour market. Another important feature of the *Uruguay social* is the ongoing reform of the national health system, which seeks to increase its quality and coverage while capitalizing on the existing public and private service suppliers.

Uruguay Innovador seeks to create an enabling environment for *Uruguay Productivo*, by promoting scientific and technological progress in order to render economic growth sustainable. The goals of *Uruguay Innovador* are (i) revamping existing institutional relationships within the creation of a National System of Innovation; (ii) drafting a strategic innovation plan for the country which brings together priority sectors (including agro-industry, natural resource conservation, technology and communications, the health system, manufacturing and tourism); (iii) orienting the entire education system, most importantly the *Universidad de la República* (UDELAR)¹⁴, towards scientific and technological applied research with strong links to the productive sector; and (iv) supporting innovation in the small and medium enterprise sector.

Uruguay Democrático sets a number of goals for the reform of the state, including the need for greater transparency and efficiency of Government, the decentralization of functions in Government and the strengthening of internal auditing, the promotion of greater transparency and social participation in the media, and the need for an agile judicial system which is perceived by civil society as an effective instrument to defend citizens’ rights.

Uruguay Integrado points to the need for strengthening relations between Uruguay and its neighbours, particularly within the MERCOSUR. It also calls for a better integration of Uruguay with the rest of the world economy.

Uruguay Cultural emphasizes the need to promote the cultural debate in the country in order to instil a sense of democratic dignity, of collective growth and learning, and of plurality. Most importantly, culture should promote diversity as the basis for social inclusion and the creation of a cultural identity.

The Government priorities relate to UNESCO’s fields of competence in many ways. Concerning **education**, for instance, the Government is engaged in a process of reform of the education system aiming to contribute to democracy in terms of social inclusion and democratic citizenship and to the fostering of a national innovation system that supports the sustainability of a productive economy. This process implies the involvement of many different actors: governmental – the Ministry of Education and Culture, the *Administración Nacional de Educación Pública* (ANEP)¹⁵, UDELAR, schools and education centres of all

¹³ See World Bank, Country Assistance Strategy for the Oriental Republic of Uruguay, 2005-2010.

¹⁴ The University (UDELAR) is a higher education institution with a pivotal role in the research system of the country.

¹⁵ ANEP is the State agency responsible for the planning, management and administration of the public education system in its pre-primary, primary, middle, technical and tertiary teacher education as well as for teacher training at the primary and secondary levels, the former through the Instituto Normal and the

levels, local governments –; social – teacher’s unions, parents’ associations and others –; and economic – chambers of commerce, trade unions, PYMES¹⁶ and others –. After the wide national debate that culminated in the National Congress of Education of 2006, and building on its conclusions, the Government is presently preparing a National Education Plan for the period 2009-2030.

The situation of the country has been characterized in the recent years by a trend towards enhanced democratization of the public education system in terms of access, increased coverage in pre-primary¹⁷ and in secondary levels and efforts to address resulting needs in teacher education. Results are still considered unsatisfactory in terms of learning outcomes and of completion. Furthermore, while primary and lower secondary education are virtually universalized, access to upper secondary needs to be reinforced to fulfil the Government’s commitments to make this level compulsory. In terms of completion, less than 60% of those accessing the lower secondary education complete the cycle¹⁸. Concerning results, repetition rates are relatively high, and access to lower secondary education, while increasing, still reflects significant inequalities. These results are explained partly by the low level of public investment in education (2.6% of GDP in 2004, 7.9% in terms of total public expenditure)¹⁹, as well as by social and geographical inequalities, the latter arising especially from the high rate of urbanization of the Uruguayan society. The budget law adopted by Parliament at the initiative of the Government in 2005 aims at reaching an investment in education of 4.5% of GDP in 2009.

The education reforms need to incorporate into the curricula subjects that reinforce its relevance to the learners in terms of citizen education to foster democracy, incorporation to the dynamics of the labour market, science education, strengthening of entrepreneurial capacities, and life skills such as health education, all of them in an interdisciplinary perspective and involving non-formal education.

The role of the sciences is central considering the challenges facing the country. Achieving the **sustainability of economic growth**, based on a model that evolves from one based on exports of agricultural and manufactured products of low aggregated value into one based on knowledge requires a solid system of applied research and development. In this regard, Uruguay spent 0.3% of its GDP on research and development in 2002²⁰. While the share of the agricultural sector alone is as high as 1.6%, the average is still low as compared to regional and worldwide levels²¹. This resulted in a relatively small number of researchers and hindered the integration of Uruguay in the knowledge and innovation society. The Government reacted by creating a Ministerial Cabinet for Innovation, involving the ministries of economy, education, livestock and industry as well as the Bureau of Planning and Budget²², which started improving the financial situation of public programmes of research for development, while receiving increasing interest of several multilateral institutions to support investments in the development of information and communication technologies. This trend is further supported by the private sector investment in research and in ICTs, by the redirection of public investments to national capacities and by fostering the links between the *Universidad de la República* and the economic actors, with special attention to small and medium-sized enterprises.

Institutos de Formación Docente, the latter through the Instituto de Profesores Artigas, the Regional Centres for Profesores and the Institutos de Formación docente.

¹⁶ Pequeñas y medianas empresas, small and medium-sized enterprises.

¹⁷ More than 23% of 4-year olds did not attend pre-primary school regularly in 2004, and among those suffering from poverty or extreme poverty the rate was of 45% (Data from the ANEP, quoted in *Naciones Unidas en Uruguay, Análisis Común de País*, Nov. 2005).

¹⁸ According to ANEP data quoted in *Naciones Unidas en Uruguay, Análisis Común de País*, Nov. 2005.

¹⁹ Data for 2004 and 2003 respectively. Data source: UIS, 2007.

²⁰ Data source: UIS, 2007

²¹ According to the study by Judith Sutz in Arocena and Caetano (coord.) (2007), *Uruguay: Agenda 2020*.

²² Oficina de Planeamiento y Presupuesto (OPP).

The innovation strategy has implications for the whole of the education system, particularly regarding science education, education for sustainable development and the introduction of ICTs in schools. It also highlights the importance of developing the links between research and policy and the need to fostering social development through the adequate and proactive management of social transformations.



Ensuring **sustainable development** is a key objective in a country where natural resources represent the basis for most productive activities. A special challenge for Uruguay is the management of its water and natural resources in a context where climate change generates important social, environmental and economic consequences. Renewable energies, in particular hydroelectric energy, play an important role. Given the increase in energy consumption and the uncertainty of the fossil-fuel market, the country is moving towards diversification of its energy sources and towards greater energy efficiency. This is especially relevant as the country was importing 66.6% of its energy resources in 2000²³. A related challenge to ensuring sustainable development is the improvement of water treatment and disposal of solid household and industrial waste, as well as the strengthening of legal, monitoring and control instruments (especially concerning liquid and atmospheric emissions). In order for natural resources management to contribute to the development of a country that is productive, competitive and sustainable, several actions are being undertaken in the field of information dissemination and environmental education, building on local capacity and increasing equal participation of women and men in decision-making processes related to environmental issues.

In terms of the potential for innovation and productivity, Uruguay also has an important asset in its **cultural, creative and artistic human resources**. An integral part of the governmental priorities, the *Uruguay Cultural* requires sustained attention. The regulatory and institutional support for culture is relatively weak, and the dimensions of the market are small. In spite of these difficulties, the cultural industry sector is dynamic and accounts for approximately 1.66% of the Uruguayan GDP²⁴. Cultural industries in Uruguay play a fundamental role in the generation and transmission of ideas and in redefining the values

²³ Data source: World Development Indicators Database, World Bank.

²⁴ According to estimations by UNESCO-Montevideo, based on data from the *Instituto Nacional de Estadística*.

and identities of the different social groups. This sector is fundamental to the development and expression of collective and individual capabilities, especially among the most vulnerable groups, having an impact in the reform of the state in terms of fostering the quality of democracy. Cultural industries are also central to the promotion of the country's image abroad, and are of great strategic importance both for exports of the country as a whole and for the promotion of tourism.

Challenges and Opportunities

Uruguay is **one of the eight “Delivering as One” pilot** countries in the UN reform process²⁵. It is the only upper middle income economy country among the pilots, as well as being relatively small in size and especially in population. Furthermore the “Delivering as One” process has several specificities. Firstly, it is strongly owned and led by the Government. Secondly, the contribution of the UN system in budgetary terms is low when compared to the level of public spending. Hence, the system's added value lies mainly in its convening power, in its normative role and above all in its capacity building activities. Lastly, the presence of donors is relatively small when compared to other pilot countries, which results in an enhanced need for the intervention of the UN system to be strategic and to focus on a limited number of priorities where the UN has a clear comparative advantage.

The UN system, in consultation with the Government and through the CCA/UNDAF process, collectively identified **four key interdependent challenges** for the country to address in order to strengthen a democratic society with high levels of human development and respectful of human rights. These four challenges are all relevant to UNESCO's mandate and activities:

- Achieving a sustainable and sustained growth of Uruguayan economy, with emphasis on productive diversification, insertion in international markets (in and out of the region), an increase of the incorporation of scientific and technological innovation in productive processes, and an increase in the level of investment.
- Reducing the significant levels of poverty reached by the Uruguayan society in the recent years, particularly among the younger generations, with emphasis on the eradication of extreme poverty.
- Reducing inequalities (economic, social, territorial, inter-generational, relative to gender, ethnic or others) in the starting conditions and in access to quality social services.
- Promoting the exercise of all human rights and deepening the quality of democracy through increasing civic, political and social citizenship.

Subsequently, during the process of elaboration of the One Programme, the Government expressed its interest in **strengthening the UN System cooperation** in some of the programmatic areas included in the UNDAF, namely: (a) to strengthen state capacities to plan development strategies; (b) to promote citizen participation in the territory as well as local development; (c) to strengthen social public policies, social inclusion programmes and plans to fight against different sources of inequality and discrimination. This is embodied by an agenda to reform the state in order to make it more effective both in terms of delivery and of participation and accountability.

UNESCO Office in Montevideo, hereinafter referred to as UNESCO-Montevideo, is the Regional Bureau for science for the Latin America and Caribbean region. It is also a cluster office covering Uruguay, Argentina and Paraguay, and represents UNESCO to MERCOSUR.

²⁵ The eight “Delivering as One” pilot countries are: Albania, Cape Verde, Mozambique, Pakistan, Rwanda, Tanzania, Viet Nam and Uruguay.

This offers both an opportunity and a challenge in the “Delivering as One” common programme. The opportunity consists in being a resident agency in Uruguay with a regional bureau and specialized knowledge and expertise; the challenge lies in integrating the regional and sub-regional dimensions of work in the “Delivering as One” initiative, as they are relevant to Government priorities, fundamental for south-south cooperation and above all an added value that all the Delivering as One pilot experiences need to capture.



In parallel to the “Delivering as One” process, the UNCT has developed a number of concept notes for several of the windows of the **Spanish Millennium Development Goals Achievement Fund** (MDG-F), namely: environment, gender equality, culture and development, and youth employment and migration. The concept note for the window on culture and development was approved, with a programme led by UNESCO²⁶, focusing on “Strengthening cultural Industries and improving access to the cultural goods and services of Uruguay”. The subsequent joint programme is being drafted, and it is anticipated to constitute a very significant element in the strategy to support the governmental priority of the “*Uruguay productivo*”. This is especially important as culture components have a relatively weak presence both in the UNDAF and the One Programme.

A key comparative advantage for UNESCO is the wide array of expertise it can mobilize through its domains of action. **Intersectoral approaches** drawing on the inputs of experts in education, the sciences, culture and communication and information are especially useful to respond to the complexity of the problems facing Uruguay. This is particularly significant in an upper-middle income country, where the challenge does not necessarily lie in ensuring adequate financial assistance but rather in providing the most appropriate expertise to build and mobilize the relevant capacities.

²⁶ Other participating UN agencies are UNDP, UNICEF, UNFPA, UNIFEM and UNIDO. The government partners are the Ministry of Education and Culture and the Ministry of Industry.

PART II - PAST AND PRESENT COOPERATION

Education

The activities regarding education in the last biennium were focused on building a sub-regional agenda to reach the EFA goals, through the five strategic focuses of the PRELAC²⁷, with special emphasis on Early Childhood Care and Education (ECCE). In co-operation with UNICEF, UNESCO has stimulated the reflection and action on the needs related to Early Childhood Care and Education in vulnerable contexts. The adoption of the ***Declaración de Principios de la Educación en la Primera Infancia***, demonstrated the increasing interest of policy makers at the sub regional level for ECCE. The efforts to raise the profile of ECCE at the policy level have been the main focus of the work of the Montevideo office during the last biennium. As a result of this work, ECCE has been incorporated by the UNCT as a programmatic part of the One UN programme for Uruguay. In this context, UNESCO and UNICEF have jointly supported the first national census of childcare centres, a necessary step to plan the actions needed to expand the coverage of ECCE as part of the reform of the Education system.

UNESCO-Montevideo has been actively involved in actions supporting girls' education, through contributions to the United Nations Girls' Education Initiative (UNGEI).

Emphasis has also been placed on providing support to the teacher profession, given the enhanced needs arising from expanded coverage particularly in upper secondary education, and given the teachers' central role in achieving quality education. Through several activities, UNESCO has supported the establishment of practical and professional development communities for teachers, as well as promoting a sub-regional cooperation model between teachers and researchers, particularly regarding Research and Innovation for the Education for Sustainable Development. In cooperation with UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC), UNESCO-Montevideo has also been participating in the LLECE (Latin American Laboratory for Assessment of the Quality of Education), whose results will feed into the upcoming National Education Plan.

Another pillar of UNESCO's activities in Uruguay has been support to life skills development programmes through non-formal education (NFE), as aimed to reach out to learners with quality content.

Lastly, through its collaboration with UNAIDS, UNESCO organized several training for trainers workshops within the UNESCO-SEXUR.

Natural Sciences

As the Regional Office for the Sciences in Latin America and the Caribbean, UNESCO-Montevideo carries out a regional sciences programme the activities of which cover thirty-three countries. Uruguay benefits from this regional programme in many ways, mainly through activities related to hydrology, ecological science and science, technology, engineering and innovation. Among those it is worth mentioning:

- Activities of the **International Hydrological Programme (IHP)** of UNESCO in Uruguay, which has focused on the following priorities:

²⁷ *Proyecto Regional de Educación para América Latina y el Caribe*, adopted by the education Ministers of the region in Havana in November 2002, conceived as a framework for action on the Education for All goals in Latin America and the Caribbean.

- The generation of knowledge on water resources and their management in the country and in the sub-region, with special attention to the cross-border Guarani water resources, through activities such as the Workshop on Drought Early Alert and Diagnosis System Implementation, co-organized with the IHP National Commission in Montevideo, in November 2006.
 - The launch and subsequent activities pertaining to the Water Education Project (WET) in Latin America.
 - Transboundary aquifers: within the UNESCO/OAS ISARM²⁸ Americas Programme, several activities have been developed in order to identify the transboundary aquifers and to gather information on the hydro-geological, legal, institutional, socio-economic, and eco-hydrological features of these aquifers.
 - The strengthening of the Hydrology for the Environment, Life and Policy (HELP)²⁹ demonstrative basins in the Latin American and Caribbean region and promotion of the HELP network both at regional and global level.
- Regarding **Ecological Sciences**, the main thrust of activity has been the Man and the Biosphere programme (MAB), which continued work on the stocktaking and protection of reserves and the planning of their manifold use. Special attention was paid to the promotion of sustainable and responsible tourism. In addition, capacity-building activities were conducted in the area of earth sciences, and work carried out in the field of renewable energies. Of special interest is the *Bañados del Este* Biosphere Reserve, located in the North-Eastern part of the country, which could be considered as a learning laboratory for sustainable development.
 - As for **Science, Technology and Innovation**, a number of capacity-building workshops with key academics and experts contributed to building the critical mass necessary for the development of the “*Uruguay productivo*” and of the “*Uruguay innovador*”. The focus of Basic and Engineering Sciences activities has been on strengthening university departments of science, adding value on the Basic Science Programme and building capacities in engineering.

Social and Human Sciences

Similarly, UNESCO-Montevideo’s action in the Social and Human Sciences area has a regional outreach, and consequently, Uruguay is benefiting from the projects implemented by UNESCO. One of the most remarkable achievements in this regard is the recognition of Montevideo as the leading city of the **Latin American and Caribbean Regional Coalition of Cities against Racism and Discrimination** since October 2006. Several activities of the Coalition took place in Montevideo, resulting in an increased awareness of the authorities about alternative ways to tackle poverty through targeted action. Uruguay has also been coordinating the **Forum of Social Development Ministers of Latin America**, a high-level dialogue on social policies.

In the context of the Management of Social Transformations programme (MOST), UNESCO organized the **International Forum on Social Science and Policy Nexus** (IFSP),

²⁸ Internationally Shared Aquifer Resources Management.

²⁹ Established in 1999, HELP aims to address key water resources management issues in the field and integrate them with policy and management, through a problem- and demand-driven initiative that addresses five key policy issues: Water and climate, Water and food, Water quality and human health, Water and the environment and Water and conflict. It is concretized through the formulation of a research programme within the framework of IHP and in close cooperation with the World Meteorological Organization (WMO), and the Global Energy and Water Cycle Experiment (GEWEX).

which contributed to the strengthening of the links between academic research and social policy.

Uruguay hosted the Annual meeting of the professional network of cities, organized together with the CLAEH (*Centro Latinoamericano de Economía Humana*), which continues to be a central partner in the implementation of the MOST Programme. The country is also developing **an information and management centre for youth migration**, aiming at developing alternative choices for young people who are considering migrating.

UNESCO-Montevideo has also been taking action to encourage ratification by Uruguay of the International Convention against Doping in Sport.

Culture



Regarding the Organization's support to culture in Uruguay, UNESCO-Montevideo has been working on the following aspects:

- Continued **support and capacity building in cultural heritage**, focusing particularly on the development of intangible cultural heritage. Support was provided to the celebration of the World Heritage Day, and continued efforts made to strengthen the integrated implementation of cultural heritage Conventions by the Uruguayan State, in cooperation with the National Commission for historical heritage.
- a programme on **"Strengthening the cultural identity of indigenous people for intercultural dialogue"**.
- a programme on **Quality Design Promotion for International Markets**, aimed at facilitating access of national crafts and design production to international markets, with several actions on the promotion of creative industries as the main thrust of future cooperation.

Several activities around cultural heritage have been carried out in an intersectoral manner with the Science and Communication and Information sector, so as to contribute to the promotion of sustainable tourism.

Communication and Information

On communication and information, the main focus has been to **strengthen capacities for ICTs and bridge the digital divide and knowledge divide**. The project supporting the *RUTELCO* (the network of community Uruguayan tele-centres), carried out in cooperation with FAO, PYMES, UTE (the National electricity provider) and ANTEL (the National telecommunications Company) has been a significant activity in this regard. UNESCO has also been working on concepts for local content development, as well as for portal development, for example, within the framework of the 'One Laptop per Child' (OLPC Negroponte) project, (CEIBAL)³⁰.

Another main area of action has been **mobilizing social communicators on Information Society tools** to achieve the MDGs and national development goals, in cooperation with other UN agencies. UNESCO also worked on the implementation of various policies relating to the construction of information societies. These included fostering a national network of community multimedia centres, as well as specific actions such as the opening of a telecentre for visually impaired persons in the Lavalleja Public Library of Minas. Special attention has furthermore been given to youth through several activities on socially disadvantaged groups in El Cerro (Montevideo) and in some other locations.

UNESCO also undertook activities in the area of **freedom of expression, democracy and peace**. UNESCO- Montevideo organized sub-regional conferences in 2006 and 2007 to celebrate the World Press Freedom Day in Uruguay. The 2007 conference, entitled "*Press Freedom, Safety of Journalists and Impunity in MERCOSUR*", identified the challenges and proposed actions to be taken, such as strengthening unions of journalists, re-evaluating the profession, and introducing an Ombudsman system to observe freedom of expression and to defend the rights of journalists.

Activities also included capacity building of journalists on HIV/AIDS, including through the design of a handbook for the region.

³⁰ 'Conectividad Educativa de Informática Básica para el Aprendizaje en Línea', or Basic informatics educative connectivity for on-line learning. This programme is included in the One Programme. It will run during 2007-2011 and will be funded with US\$70 million.

PART III – PROPOSED COOPERATION FRAMEWORK

The proposed cooperation framework is built around UNESCO's participation in the recently approved **One UN Programme for Uruguay, "Building capacities for development (2007-2010)"**. This programme is structured around four outcomes that correspond to those of the UNDAF with the related outputs or products. The outputs, which will contribute to the achievement of these outcomes, have been selected from the UNDAF on the basis of their 'interagency' nature³¹ and/or their relevance to Government priorities. Furthermore, nine new outputs have been added corresponding to the new priority areas identified in the consultation with the Government during the drafting of the programme in 2007, which will be addressed by the UN system through a collective response in the form of joint programming along several modalities³².

UNESCO's participation in this programme will also make use of intersectoral approaches that enable complex but coordinated responses to the pertinent development issues, while performing as appropriate the five functions of the Organization, namely being a laboratory of ideas, a standard setting organization, a clearing house, a capacity-building organization and a catalyst for international cooperation. Of particular importance in this regard are UNESCO's intersectoral platforms on **Strengthening national research systems** (which impacts on the sustainability of the development model in terms of building a national innovation system, as well as on social services through establishing linkages between research and social policy), on **Science Education** (which is closely linked to the latter and impacts strongly on the quality of education), on **Education for Sustainable Development** (as a component of quality education for citizenship), and on **Fostering ICT-enhanced learning** (in a cross-cutting and holistic perspective). While these contributions impact mainly on the first and second Outcomes of the One Programme ('Promotion of productive activities' and 'Fostering social policy'), they also influence the remaining ones as shown below.

UNESCO is also coordinating the development of an innovative approach to culture and development, through the programme on cultural industries and their contribution to both productive development and cultural identity. Both contributions are detailed below, in relation to the governmental priorities set in the One UN Programme:

Outcome 1

(UNDAF/One Programme): "By 2010 the country will have advanced in the generation of capacities for the incorporation of knowledge, innovation and diversification in the process of production of goods and services oriented to sustained and sustainable growth."

Selected outputs to which UNESCO is contributing:

- 1.1 *"State institutions have built on their capacities to design development strategies"* (New)
- 1.2 *"Public policies on productive promotion have been strengthened"* (New)
- 1.11 *"Dissemination of MDGs on Information Society achieved"*

³¹ As defined by the UNCT an output is of an "interagency" nature if more than one agency committed funds for its production.

³² These outputs, which are the core of the One Programme in Uruguay as far as its funding gap is concerned, are subsequently referred to as "(NEW)". The outputs appear with their original numbering as in the One UN programme for Uruguay, but some have been located under a different outcome (then the numbering appears in brackets) for greater clarity.

- 1.12 *“Environmental protection policies at the local level have been supported.” (New, UNESCO-led)*
- 1.13 *“State and social capacities in the promotion of development in the territory have been strengthened by 2010.” (New)*
- 1.17 *“Plan to develop cultural industries has been designed and is being executed”*
- 1.24 *“Policies and Programmes to promote tourism strengthened”*



UNESCO will organize and facilitate international scientific conferences to support the exchange and transfer of knowledge and best practices among institutions of the region. Uruguay will benefit from this exchange particularly for the establishment of a national innovation system. During the first quarter of 2008, UNESCO will organize in Uruguay a regional conference on **Science, Technology and Innovation for Sustainable Development in Latin America**. Through the exchange of best practices in national, regional and global contexts, this conference will enable the identification of achievements and challenges, as well as defining priorities for building capacities in areas such as research and development, strategic planning, Science and Technology (S&T) and innovation, ICTs, and gender aspects in S&T. This activity is planned within the follow-up on the meeting on “South-south cooperation on Innovation policies” held in Uruguay in November 2007.

Other activities in this regard include a study on networks and collaboration in basic sciences, engineering and science policies, with the aim of determining which networks are significantly contributing to the efforts for innovation and productivity in Uruguay and thus optimizing the capacity-building actions of the UNESCO-Montevideo.

UNESCO will promote and support the participation of scientists, key decision-makers and students in the following events:

- Regional course on “Neuropharmacology of Natural Products, Clemente Estable Institute, Uruguay, February 2008;
- Regional course on “Engineering and Innovation”, organized by the Centro Hemisférico de Cooperación en Investigación y Educación en Ingeniería y Ciencia Aplicada (COHEMIS), Puerto Rico, February 2008.

- International conference on “Access to technology and inventions in life sciences, North-South networks”, organized by the Max Planck Institute, Centre for Creative and Innovative Economy, May 2009.

Within the framework of the One UN Programme in Uruguay, UNESCO will lead a joint programme on **supporting environmental protection policies at the local level**, with the objective of developing monitoring instruments through setting up a system and databases for mapping resources, and through national forestry inventory. UNESCO will work with FAO and governmental partners in this regard. The knowledge generated will inform policy making at the local level in various aspects, including **disaster preparedness**. UNESCO is promoting an interdisciplinary approach to disaster preparedness. Besides the generation of scientific data and knowledge, activities in this area will also include capacity-building for early reaction to disaster situations in the Education system. Key officials from the Ministry of Education, departmental officials and local governments will be trained on the provision of assistance to schools in the event of a disaster. Within the framework of communication for development, UNESCO will foster scientific cooperation with public service broadcasters for sustainable development, organizing their collaboration with educational institutions for a better understanding of the phenomena relative to climate change, natural disasters and sustainable development. UNESCO Montevideo will also take into account this dimension in its efforts to foster cultural diversity. The Office’s activities for the promotion of languages in the cyberspace will include the translation and publication in Guarani (one of the official languages of MERCOSUR) of materials on climate change and disaster preparedness.

UNESCO-Montevideo will pursue collaboration with other UN agencies and governmental partners on capacity development for e-governance. As part of the intersectoral platform on ‘Fostering ICT-enhanced Learning’, UNESCO is launching a training manual on electronic governance for teachers and parents, in the context of the CEIBAL (one Laptop per child) project launched by the Government in 2006.

The other major contribution by UNESCO to Outcome 1 is not actually part of the One Programme as such – although the preparation of a plan to develop cultural industries is indeed part of the dynamics generated by the “Delivering as One” process – but it intersects with it³³. The UNESCO-led joint programme **“Strengthening cultural industries and improving access to the cultural goods and services of Uruguay”** is under preparation. This programme is aimed at strengthening the cultural industries of Uruguay and improving the accessibility of cultural goods and services to its citizens. It will have a direct impact on the four national priorities as defined under the UNDAF, namely: sustained and sustainable growth of the Uruguayan economy; poverty reduction; the reduction of inequality and the promotion of human rights; and strengthening democracy while increasing civil, political and social citizenship. The proposal is positioned within the framework of the main political guidelines of the National Government for the development of a Productive Uruguay, and has the following outcomes:

- strengthening cultural industries as an integral part of the Uruguayan Government’s strategy to support a productive country (impacting on Outcome 1 of the One Programme);
- democratizing the access to cultural goods and services by the most deprived groups, particularly those in the interior of the country (impacting on Outcomes 2 and 3 of the One Programme);
- establishing new cultural institutions in Uruguay and involving the development and implementation of a new system of cultural information (impacting on Outcome 4 of the One Programme).

³³ The dynamic generated by the Spanish MDG-Fund has been positively evaluated by the UNCT but evolved in parallel to the drafting of the One Programme. Due to the different timings, this programme could not be included in the “One Programme”.

The joint programme mentioned above will build upon UNESCO's efforts to provide core elements for the Government priority "*Uruguay Cultural*", around concepts linked to creativity and design, quality processes, training and management to generate opportunities to direct cultural goods towards new markets and commercial niches. Support to the "*Uruguay Cultural*" means contributing in the long term to the new identities associated with cultural tourism. In the regional context it means including Uruguay in the cultural tourism corridors of the MERCOSUR region with its own identity mark and quality services. The results achieved with the national policy dialogue around the "*Uruguay Cultural*" will feed into the project mentioned above.

Outcome 2

(UNDAF/One Programme): "By 2010 the country will have advanced in the formulation and management of policies to eradicate extreme poverty and reduce poverty"

Selected outputs to which UNESCO is contributing:

- 2.1 *"The Central Government's "Plan de Equidad" has been supported in its implementation, follow-up and evaluation." (New)*
- 2.3 *"Government and UDELAR generate knowledge on the links between demographic dynamics and poverty" (UNFPA and UNESCO)*
- 2.5 *"Comprehensive intervention framework (for) children under age of 3." (UNICEF and UNESCO)*
- 2.6 *"Institutions in the social policy system (education, employment, health and social security) have been strengthened" (New, UNESCO-led)*
- 2.9 *"Technical inputs elaborated, debates implemented and human resources trained in national and regional governments for the formulation and implementation of policies to fight poverty" (UNDP, UNESCO and other UN and national partners)*
- 2.11 *"Pilot Project on Neighbourhood Clubs for youth designed and being implemented"*
- 2.14 *"Sexual and reproductive health education incorporated in curricula of primary and secondary levels"*
- 2.15 *"Studies and investigations on the factors determining failure in primary and secondary education produced" (UNICEF and UNESCO)*
- (4.11) *"Programmes on education for human rights in schools strengthened"*

Through a joint programme designed with other participating agencies, UNESCO will be contributing to the output related to the strengthening of the institutions of the social policy system. Activities will comprise the following:

- Drafting of a National Education Plan (2009-2030);
- Creation of educative spaces as centres of healthy living/promoters of drug use prevention;
- Consolidation of the national programme on sexual education³⁴;

³⁴ The inclusion of this particular component in the joint programme is currently being negotiated. It is likely that it will become part of a different programme where UNESCO will not be directly involved, but it is still reflected here as this document is based on the latest written information available.

This lead role will be exercised in an intersectoral manner between the Education and Communication and Information sectors, and by building on UNESCO's leadership of the Regional Forum of Social Development Ministers.

Besides its co-ordinating role, UNESCO will concentrate its action on providing policy advice and using its convening power to continue the ongoing work (together with UNICEF, UNFPA and UNDP) towards the elaboration of a **National Strategy for Children and Adolescents**, in response to the Government's project to elaborate a **National Education Plan** (2009-2030). This plan will address the specific situations of each of the educational subsystems as well as a number of thematic axes common to all of them, and it is conceived as a particular input to a general framework of national development in consultation with civil society actors and other partners. In this sense, this plan complements the National Equity plan that includes a network of social support and integration to protect children and adolescents. Three main goals have been set in this context: to promote citizenship participation, to improve delivery of different services, and to improve access to services in support of children and adolescents.



The preparation of a UNESCO Education Support Strategy (UNESS) document by UNESCO-Montevideo will enable the establishment of an integrated framework which will conceptualize and systematize the Organization's action in support of the country's National Education Plan, while pooling together the expertise and resources of the UNESCO offices and Institutes in the region, i.e. UNESCO-Montevideo, the Regional Bureau for Education in Latin America and the Caribbean (OREALC), the International Institute for Education Planning (IIEP Buenos Aires), and the International Institute for Higher Education in Latin America and the Caribbean (IESALC), as well as the activities carried out through the three intersectoral platforms: 'Science Education', 'Education for Sustainable Development', and 'Strengthening ICT-enhanced learning'.

UNESCO's contribution to this education plan is focusing on three main areas: Fostering ECCE policies and inclusive education, strengthening the capacities of schools as community centres, and promoting the debate on education policies at all levels, particularly

at the level of higher education. UNESCO will strengthen the understanding of open educational resources as well as free and open source software.

UNESCO will seek to strengthen commitments made at the national and sub-regional levels to promote an integral approach of social inclusion, by participating in meetings of *Mercosur Educativo*³⁵ on ECCE. It will provide policy advice and capacity-building to support the harmonization of national policies in all dimensions related to children and adolescents (health and education policies to eradicate extreme poverty and reduce poverty), collaboration with OREALC in this national effort will bring in UNESCO's added value in terms of ensuring effective linkages between national, sub-regional, and regional dimensions. This activity is in line with EFA goal 1 and PRELAC focus 5.

The issues of school dropout and enrolment of over-age children in educational systems have been repeatedly identified in country studies by UNESCO, OECD, and other organizations. Local networks of educators may be used to foster and disseminate good practices in addressing these issues. **"Schools as community centres"** are intended to function as privileged settings to support these developments. This activity is aligned with EFA goal 6 and PRELAC focus 3. The main modalities of action will include workshops, development of school projects on selected topics (e.g. health, environmental education), and publications.

UNESCO will also support Uruguay, in a coordinated framework involving other MERCOSUR countries, in the effort to review, develop, monitor and strengthen the country's educational policies at all levels, with an emphasis on the role of higher education, given its importance for the establishment of a national innovation system. The Latin America and the Caribbean region will hold its Regional Meeting on Higher Education in Cartagena, Colombia, in 2008, in the context of the preparation of the World Conference on Higher Education (Paris, 2009). Relevant UNESCO Chairs and AUGM (Associations of Universities of the Montevideo Group) will collaborate in developing assessments and position papers on higher education in the MERCOSUR area with the support of UNESCO Montevideo. In addition, efforts will be made to expand an experimental model of cooperation between researchers and teachers and increase its visibility to serve as an example of innovation in higher education with implications for teacher education and science teaching at all levels.

The joint programme on strengthening the institutions of the social policy system includes an output on the consolidation of the national programme on sexual education (2.14). Another element of quality education that will be taken on board figures under Outcome 4, (output 4.11): "Programmes on education for human rights in schools strengthened". It is important to highlight here the involvement of Uruguay in the Regional Project "*Convivencia democrática y cultura de paz en las escuelas*", co-ordinated by OREALC. Also, within the intersectoral platform on science education, UNESCO is launching a number of regional conferences on the teaching of ethics, as well as on ethics education resources and training of young scientists and professionals. Work on output 2.15: "Studies and research on the factors determining failure in primary and secondary education" will contribute to the drafting of the National Education plan and will build upon the results of the second regional survey on Evaluation of Education Quality and associated factors.

In addition to its support to the formal education system, UNESCO-Montevideo will work on non-formal education environments to reach out to disadvantaged groups with a special focus on youth. Uruguay will be part of the sub-regional initiative on youth activities

³⁵ *Mercosur Educativo* is a system of communication and information on education aiming at consolidating information which facilitates participation and interaction among all actors involved in the transformation of education and its use as a factor of social integration and change in the Mercosur countries. See <http://sicmecosul.mec.gov.br/default.asp>.

using ICTs against violence in MERCOSUR countries. UNESCO will work with youth groups to identify initiatives with schools and youth institutions to assist marginalized groups, youth and women in cultural self-expression regarding 'No Violence'. A youth training activity will offer a forum to discuss the reality of violence in MERCOSUR countries, e.g. violent quarters in Asunción, Buenos Aires, Ciudad del Este, Foz de Iguazu and Montevideo, so that good practices can be identified.

Outcome 3

(UNDAF/One Programme): "By 2010 the country will have advanced in the formulation and management of policies that facilitate access to high quality, equitable social services, the reduction of discrimination and the promotion of social integration processes"

Selected outputs to which UNESCO is contributing:

- 3.1 *"Policies, plans and Programmes to fight inequity (in particular, gender and generations) have been supported in their design and execution" (New)*
- 3.8 *"Policies in response to HIV/AIDS (especially in components relative to access to information, prevention services and appropriate treatment) strengthened" (UNAIDS, PAHO, ILO, UNESCO, UNFPA, UNICEF and UNDP)*

Outcome 4

(UNDAF/One Programme): "By 2010 the country will have advanced in the effective harmonization of its legislation and national practices relative to international commitments and in strengthening public institutions and the civil society to formulate, execute, follow-up and evaluate public policies"

Selected outputs to which UNESCO is contributing:

- 4.1 *"Programmes to modernize public administration and attention to citizens have been designed and are being implemented" (New)*
- 4.2 *"Policies on decentralization and promotion of citizen participation in the territory will have been supported by 2010" (New)*
- (1.27) *"Knowledge on the situation of migrants and strengthening of protection standards generated."*

UNESCO acts as convener and facilitator of the Regional Council of Social Development Ministers. In this capacity, UNESCO will further contribute to the evaluation of social policies in the context of the reform of the state. Furthermore, UNESCO will continue contributing to the strengthening of human rights in Uruguay through the 'Coalition of Cities against Racism, Discrimination and Xenophobia' as an example of targeted action to improve the situation of socially disadvantaged groups. UNESCO will also contribute through the MOST Programme to strengthening the links between social science research and social policies. The most significant activity of the Programme will be the support to research for the assessment of migration agreements in the MERCOSUR region. As difficulties still persist in the circulation of people at the regional level, activities will be promoted for a better understanding of the obstacles at stake, through the publication of detailed reports on current migration policies, the establishment and dissemination of policy recommendations and good practices, as well as through the creation of new and/or strengthening of networks and observatories bringing together researchers and policy makers. In addition to this study, in cooperation with IOM and UNFPA, UNESCO will provide technical assistance to the

Uruguayan Government in its effort to strengthen the link with the migrant Uruguayans, with initiatives such as *Departamento 20*³⁶.

Besides the activities falling within the One Programme, UNESCO will complement its contributions to social equality (*Uruguay Social*) and the quality of democracy (*Uruguay Democrático*) with several activities in the area of the promotion of freedom of expression, democracy and peace. The celebration of World Freedom of Expression Day will offer a new opportunity to organize seminars and generate knowledge to underline the importance of freedom of expression as a basic human right it will offer opportunities for increasing the role of free, independent and pluralistic media for development and good governance through the training of media professionals and, most importantly, as part of the framework for cooperation with the Montevideo AUGM group of universities for the integration of freedom of expression in the curriculum and freedom of the press training at universities and professional associations.

³⁶ The “Departamento 20” project aims to create a virtual 20th *departamento*, or department, a supramunicipal administrative division of the country, for the Uruguayan migrants.

PART IV – PARTNERSHIPS

UNESCO offices, institutes and networks:

UNESCO office in Montevideo, Uruguay;
UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC), Santiago de Chile, Chile;
International Institute for Educational Planning (IIEP), Buenos Aires, Argentina;
International Institute for Higher Education in Latin America and the Caribbean (IESALC), Caracas, Venezuela;
UNESCO Chairs;
Uruguay National Commission for UNESCO

United Nations agencies: UNIDO, UNDP, UNFPA, UNIFEM, UNICEF, ILO, WMO.

Other international organizations:

International Organization of Migration (IOM), Organization of American States (OAS), MERCOSUR.

National Government:

Office for Budget and Planning of the Presidency of the Republic (OPP); Directorate of Development Projects (DIPRODE);
Ministry of Tourism and Sports, Ministry of Industries, Energy and Mining – DINAPYNE (National Directorate for Art Crafts and Small and Medium Enterprises);
Directory of Culture of the Ministry of Education and Culture;
Directory of Education of the Ministry of Education and Culture, ANEP (National Administration of Public Education);
Ministry of Social Development, National Corporation for Development, National Agency for Investigation and Innovation, Bank of the Oriental Republic of Uruguay (BROU).

Legislative power: Chamber of deputies and senators.

Local authorities: Congress of Mayors and Intendencias (Municipal governments).

Economic actors: Chambers of commerce, PYMES (Small and medium-sized enterprises), Tourism Clusters (including Colonia and Punta del Este).

Academic and Research institutions:

Universidad de la Republica (UDELAR), AUGM (Associations of Universities of the Montevideo Group), CLAEH (*Centro Latinoamericano de Economía Humana*), Institut Pasteur, Clemente Estable Institute, *Centro Hemisférico de Cooperación en Investigación y Educación en Ingeniería y Ciencia Aplicada (COHEMIS)*, Max Planck Institute, Centre for Creative and Innovative Economy.

Geographic management and Scientific Programmes:

Metropolitan Area Programme, National System of Protected Areas, ECOPLATA (Management of coastal areas), PROBIDES (Programme for the conservation of biodiversity and sustainable development in the Eastern humid areas), UNESCO/OAS ISARM Americas Programme.

Socio-cultural organizations:

Teacher's Unions, Parents' associations, Youth Clubs, Youth Associations, Cultural Managers, Uruguay Press Association (APU).

Activities under the One UN Programme in Uruguay (2007-2010)
“Building capacities for development”

One Plan Expected Outcome 1: “By 2010 the country will have advanced in the generation of capacities for the incorporation of knowledge, innovation and diversification in the process of production of goods and services oriented to sustained and sustainable growth.”	
One Plan Output	Expected result of UNESCO activity
1.1. “State institutions have built on their capacities to design development strategies” (New)	<ul style="list-style-type: none"> ▪ Technical support and advise to national and regional systems of innovation promoted through South-South and North-South cooperation in Science, Technology and Innovation; ▪ Scientists and key decision-makers benefit from horizontal transfer of knowledge through participation in scientific international conferences; ▪ Natural resources management knowledge integrated in One UN and UNDAF Andean countries; ▪ A sub-regional/national Biosphere Reserve network created for learning about sustainable development; ▪ National capacity for socio-ecological research enhanced; ▪ National capacity for management of cross-border ecosystems and biosphere reserves enhanced; ▪ Support for a sustainable policy framework for computer waste as part of ethical assessment of the information society; ▪ Cultural industries as an integral part of the Uruguayan Government’s strategy to support a productive country strengthened.
1.2. “Public policies on productive promotion have been strengthened” (New)	
1.11. Dissemination of MDGs on Information Society achieved”	
1.12. “Environmental protection policies at the local level have been supported.” (New, UNESCO led)	
1.13. “State and social capacities in the promotion of development in the territory have been strengthened by 2010.” (New)	
1.14. “Capacities of the national Government for the management of territory and water strengthened”	
1.17. “Plan to develop cultural industries has been designed and is being executed”	
1.24. Policies and Programmes to promote tourism strengthened”	
Outcome 2 (UNDAF) “By 2010 the country will have advanced in the formulation and management of policies to eradicate extreme poverty and reduce poverty”	
2.1. “The Central Government’s “Plan de Equidad” has been supported in its implementation, follow-up and evaluation.” (New)	<ul style="list-style-type: none"> ▪ Strategies and alternative tools for educational management designed; ▪ Management of alternative tools, applied by countries, supported by UNESCO. ▪ Design and implementation of public policies on inclusion to address diversity technically supported by UNESCO; ▪ Knowledge of educational innovation practices produced, exchanged and disseminated;
2.3. “Government and UDELAR generate knowledge on the links between demographic dynamics and poverty” (UNFPA and UNESCO)	
2.5. “Comprehensive intervention framework (for) children under age of 3.” (UNICEF and UNESCO)	

<p>2.6. "Institutions in the social policy system (education, employment, health and social security) have been strengthened" (New)</p> <p>2.14. "Sexual and reproductive health education incorporated in curricula of primary and secondary levels"</p> <p>2.15. "Studies and investigations on the factors determining failure in primary and secondary education produced" (UNICEF and UNESCO)</p>	<ul style="list-style-type: none"> ▪ Sustainable Development integrated as a key aspect of public policy design of education; ▪ New public policy design for scientific education within the framework of sustainable development elaborated with technical advice from UNESCO ▪ New public policy design in favour of quality secondary and technical-vocational education developed with technical advice from UNESCO; ▪ Identification of good practices in schools as community centers, including peer learning and use of ICTs by networks of teachers; ▪ Partnerships with youth groups for media literacy and civic participation; ▪ Youth activities using ICT for No violence in Mercosur countries; ▪ Support for 'One Laptop per Child' (OLPC) initiatives in Argentina, Paraguay, and Uruguay: Evaluation of quality of pedagogical software and family use of it.
<p>2.11. "Pilot Project on Neighbourhood Clubs for youth designed and being implemented" (UNESCO)</p>	
<p>2.9 "Technical inputs elaborated, debates implemented and human resources trained in national and regional governments for the formulation and implementation of policies to fight poverty"</p>	
<p>4.11. "Programmes on education for human rights in schools strengthened"</p>	
<p>Outcome 3 (UNDAF) "By 2010 the country will have advanced in the formulation and management of policies that facilitate access to high quality, equitable social services, the reduction of discrimination and the promotion of social integration processes"</p>	
<p>Outcome 4 (UNDAF) "By 2010 the country will have advanced in the effective harmonization of its legislation and national practices relative to international commitments and in strengthening public institutions and the civil society to formulate, execute, follow-up and evaluate public policies"</p>	
<p>3.1. "Policies, plans and Programmes to fight inequity (in particular, gender and generations) have been supported in their design and execution" (New)</p>	<ul style="list-style-type: none"> ▪ Specific capacity-building actions on Health education in formal and non-formal levels planned and implemented; ▪ Facilitation of the Forum of Social Development Ministers of Latin America ensured; ▪ Understanding of the obstacles to free movement at the regional level increased; ▪ Access to cultural goods and services by the most deprived groups, particularly those in the most remote areas, enhanced; ▪ New cultural institutions in Uruguay, involving the development and implementation of a new system of cultural information, established; ▪ Integration of freedom of expression in the curriculum and freedom of the press training at universities and professional associations; ▪ Communication for Development strengthened.
<p>3.8. "Policies in response to HIV/AIDS (especially in components relative to access to information, prevention services and appropriate treatment) strengthened" (UNAIDS, PAHO, ILO, UNESCO, UNFPA, UNICEF and UNDP) (*)</p>	
<p>1.27. "Knowledge on the situation of migrants and strengthening of protection standards generated."</p>	
<p>4.1. "Programmes to modernize public administration and attention to citizens have been designed and are being implemented" (New)</p>	
<p>4.2. "Policies on decentralization and promotion of citizen participation in the territory will have been supported by 2010" (New)</p>	
<p>1.27. "Knowledge on the situation of migrants and strengthening of protection standards generated." (UNESCO)</p>	