

Foreword

This report for Uruguay forms part of the OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools (also referred to as the School Resources Review, see Annex A for further details). The purpose of the review is to explore how school resources can be governed, distributed, utilised and managed to improve the quality, equity and efficiency of school education. School resources are understood in a broad way, including financial resources (e.g. expenditures on education, school budget), physical resources (e.g. school infrastructure, computers), human resources (e.g. teachers, school leaders) and other resources (e.g. learning time).

Uruguay was one of the countries which opted to participate in the country review strand and host a visit by an external review team. Members of the OECD review team were Paulo Santiago (OECD Secretariat), co-ordinator of the review; Beatrice Ávalos (Associate Researcher at the Centre for Advanced Research in Education at the University of Chile); Tracey Burns (OECD Secretariat); Alejandro Morduchowicz (Education Lead Specialist at the Education Division of the Inter-American Development Bank) and Thomas Radinger (OECD Secretariat). The biographies of the members of the review team are provided in Annex B. This publication is the report from the review team. It provides, from an international perspective, an independent analysis of major issues facing the use of school resources in Uruguay, current policy initiatives, and possible future approaches. The report serves three purposes: i) to provide insights and advice to Uruguayan education authorities; ii) to help other countries understand the Uruguayan approach to the use of school resources; and iii) to provide input for the final comparative analysis of the OECD School Resources Review.

The scope for the analysis in this report includes early childhood education, pre-primary education and school education. At the request of Uruguayan authorities, the focus areas of the Review of School Resources in Uruguay are: i) the governance of school resource use, including the role of school leadership; ii) the funding of school education (including planning, distribution, incentives and monitoring); and iii) the teaching profession. The analysis presented in the report refers to the situation faced by the education system in March 2015, when the review team visited Uruguay.

Uruguay's involvement in the OECD review was co-ordinated by the National Institute for Educational Evaluation (INEEd). The national co-ordinators were Cecilia Llambi, then Associate Researcher at INEEd, from December 2013 until August 2015; and Cecilia Oreiro, Researcher at INEEd, from August 2015 onwards. An important part of Uruguay's involvement was the preparation of a comprehensive and informative Country Background Report (CBR) on school resource use authored by Cecilia Llambi (Co-ordinator), Lucía Castro, Melissa Hernández and Cecilia Oreiro from the National Institute for Educational Evaluation (INEEd). The OECD review team is very grateful to the main authors of the CBR and to all those who assisted them in providing a high-quality informative document. The CBR is an important output from the OECD project in its own right as well as an important source for the review team. Unless indicated otherwise, the data for this report are taken from the Uruguayan Country Background Report. The CBR follows guidelines prepared by the OECD Secretariat and provides extensive information, analysis and discussion in regard to the national context, the organisation of the education system, the use of school resources and the views of key stakeholders. In this sense, the CBR and this

report complement each other and, for a more comprehensive view of the effectiveness of school resource use in Uruguay, should be read in conjunction.

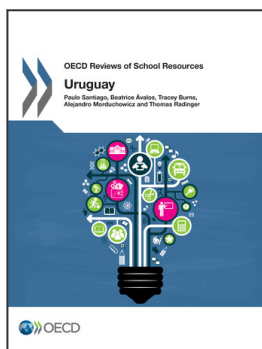
The review visit to Uruguay took place on 17-25 March 2015. The itinerary is provided in Annex C. The visit was designed by the OECD in collaboration with Uruguay's National Institute for Educational Evaluation (INEEd). It also involved a preparatory visit by the OECD Secretariat on 15-16 December 2014. The review team held discussions with education officials, including the National Public Education Administration (Administración Nacional de Educación Pública, ANEP) and its education councils, the inspectorates, the Ministry of Education and Culture, the Child and Adolescent Institute of Uruguay (INAU), a Departmental Co-ordinating Commission for Education; the National Institute for Education Evaluation (INEEd); national authorities in charge of public expenditure, including the Ministry of Economy and Finance; teacher unions; non-governmental organisations with an interest in education; representatives of private schools; representatives of teacher education institutions; and researchers with an interest in the effectiveness of school resource use. The team also visited a range of schools in five departments (Flores, Montevideo, Paysandú, Río Negro and San José), interacting with school management, teachers, parents and students. The intention was to provide the review team with a broad cross-section of information and opinions on school resource use and how its effectiveness can be improved. Overall, the OECD review team held 45 meetings and interviewed about 200 individuals.

The OECD review team wishes to record its gratitude to the many people who gave time from their busy schedules to inform the review team of their views, experiences and knowledge. The meetings were open and provided a wealth of insights. Special words of appreciation are due to the National Co-ordinators, Cecilia Llambí and Cecilia Oreiro, for going to great lengths to respond to the questions and needs of the review team. The review team was impressed by their efficiency and expertise. Our gratitude extends to other members of the team, in particular Lucía Castro, Carolina Cohenar and Melissa Hernández, from INEEd, for providing excellent support to the review team. The review team also wishes to express its gratitude to Pedro Ravela, Executive Director of INEEd between 2012 and 2014, for promoting the participation of Uruguay in the OECD School Resources Review. The courtesy and hospitality extended to us throughout our stay in Uruguay made our task as a review team as pleasant and enjoyable as it was stimulating and challenging.

The OECD review team is also grateful to colleagues at the OECD. Luka Boeskens and Francesc Masdeu provided analytical support and Eleonore Morena provided key administrative, editorial and layout support. Deborah Nusche and Claire Shewbridge provided advice while Yuri Belfali provided guidance and support.

This report is organised in five chapters. Chapter 1 provides the national context, with information on the Uruguayan school system. Chapter 2 analyses the governance of school resource use. Chapter 3 reviews approaches to school funding. Chapter 4 looks at school organisation and operation while Chapter 5 looks at the management of the teaching workforce. Chapters 2 to 5 present strengths, challenges and policy recommendations.

The policy recommendations attempt to build on and strengthen reforms that are already underway in Uruguay, and the strong commitment to further improvement that was evident among those the OECD review team met. The suggestions should take into account the difficulties that face any visiting group, no matter how well briefed, in grasping the complexity of Uruguay's education system and fully understanding all the issues. This report is of course the responsibility of the OECD review team. While the team benefited greatly from Uruguay's CBR and other documents, as well as the many discussions with a wide range of Uruguayan personnel, any errors or misinterpretations in this report are its responsibility.



From:
**OECD Reviews of School Resources: Uruguay
2016**

Access the complete publication at:
<https://doi.org/10.1787/9789264265530-en>

Please cite this chapter as:

Santiago, Paulo, *et al.* (2016), "Foreword", in *OECD Reviews of School Resources: Uruguay 2016*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264265530-1-en>

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