

JAPAN SPECIAL FUND POVERTY REDUCTION PROGRAM (JPO)
LOCAL CAPACITY BUILDING TO IMPROVE EDUCATION PERFORMANCE IN
GUANAJUATO AND AGUASCALIENTES
(ME-T1031)

PLAN OF OPERATIONS

I. BASIC PROJECT DATA

Project team:	Claudia Uribe (RE2/SO2), team leader; Natalia Winder (RE2/SO2); Claudia Cox (RE2/SO2); Consuelo Ricart (COF/CME); and Javier Jiménez (LEG/OPR).
Date of request:	December 31, 2006
Beneficiary:	Marginalized communities in Guanajuato and Aguascalientes, Mexico
Executing agency:	<i>Instituto Mexicano de Investigación Familiar y Población (IMIFAP)</i>
Financing plan:	IDB (JPO/CBP): US\$149,143 Local: US\$315,953 Total: US\$465,096
Execution period:	15 months
Disbursement period:	18 months

II. BACKGROUND AND PROBLEM STATEMENT

- 2.1 In Mexico, over 60% of 15-year-old children —nearing the end of their secondary education— were at Level 1 out of 6, or below, in PISA¹ scores for 2005. Moreover, only 0.4% of 15 year-old students tested at satisfactory levels (5 or 6). As a result, it is estimated that a significant percentage of Mexican children will not have access to a professional or specialized education due to lack of basic cognitive capacities to further their studies.
- 2.2 One of the most pressing challenges in Mexico is the identification and implementation of innovative mechanisms to address academic underperformance, intended both to improve the quality of education and to encourage children to pursue their education and continually strengthen their skills and competencies. The need is greatest in those Mexican states with the largest migration intensity, where children lack a structured family network to provide support in terms of study habits and motivation, and where the levels of exclusion and inequality are closely linked to poor academic performance.

¹ *Programa Internacional de Evaluación de los Estudiantes (PISA [Programme for International Student Assessment])*. PISA is part of a broader program of indexes of educational level agreed upon by the member countries of the Organization for Economic Co-operation and Development (OECD). The report that corresponds to Knowledge and Skills for Life (www.pisa.oecd.org) shows the comparative data per country. In all grades Mexico scores the lowest. In Math, for example, while Japan has 557 points, Mexico has 387; in Science, Korea obtained a 552 and Mexico 442 (*Observatorio Ciudadano de la Educación, Comunicado 67, La evaluación educativa de la OCDE*).

- 2.3 The recent institutional agreements and decentralization policies, (National Agreement for the modernization of the Basic Education, 2002²; PEC, 2006³; National Program of Education, 2001-2006⁴) which aim at improving the quality of education processes, are a potential opportunity to pilot alternative methodologies that would contribute to education objectives and to enhance the impact of education in the country's human development. In this context, programs designed to strengthen life skills have a significant value in improving teacher-student relations, education performance and school attendance.
- 2.4 The *Instituto Mexicano de Investigación de Familia y Población's* "Yo quiero, Yo Puedo" (YQYP) program aims to develop psychosocial skills, which, when linked with formal learning, create key competencies. YQYP promotes skills for: decision-making, responsibility, assertive communication, conflict management, creativity, planning, organization and responsible use of free time, motivation and goal completion, critical thinking and analysis. These skills can be applied to problem solving at home, the prevention of health problems and increased participation in school activities and discussions. The improvement of education performance will in turn provide students more opportunities for access to higher education, resulting in better prospects for economic self-sufficiency. At the same time, parents who receive training will improve family relations and become stronger advocates for their children's academic participation and achievement, enhancing the possibilities that their children will more assertively and persistently pursue opportunities, and greater personal and family economic development. Because the life-skills training has been shown to engender sustainable attitudinal and behavioral change, the prospects for individual long-term success are enhanced.
- 2.5 The YQYP program has been applied in various sectors including health, micro-enterprise development, and violence prevention. The results of previous experiences demonstrate a significant behavioral and attitudinal change in the community beneficiaries who feel a greater sense of empowerment and have transformed from passive actors to assertive actors in their communities' and personal development. One of the program's methodologies, applied to secondary education, was integrated into the Civic Engagement and Ethics Education curriculum in 1999 at the federal level and has continued to be developed and evaluated in a number of Mexican states, especially in the educational and health fields. Results with 3,591 students from 4th through 6th grade in the states of Hidalgo and Jalisco, for example, showed statistically significant effects including a 35% increase in rejection of alcohol and tobacco, an average 40% increase in autonomous decision making, management of affect, critical and analytic thought.
- 2.6 The proposed Technical Cooperation (TC) would adapt the basic framework and methodology of the YQYP program to improve education performance in school

² Zorrilla, M. (2002). *Diez años después del Acuerdo Nacional para la Modernización de la Educación Básica en México: Retos, tensiones y perspectivas*. *Revista Electrónica de Investigación Educativa*, 4 (2). <http://redie.uabc.mx/vol4no2/contenido-zorrilla.html>.

³ PEC, *Diario Oficial de la Federación*, 23 de febrero de 2006.

⁴ National Program of Education 2001-2006.

children with the lowest performance in Guanajuato and Aguascalientes, two states in which educational administrators and professionals have expressed the highest interest in exploring new ways to address these significant challenges. Guanajuato, with a population of 4,663,032, ranks as number 20 out of 30 states (including the Federal District of Mexico) in terms of relative marginalization, with high rates of illiteracy (11.99%) and residents 15 years of age or over who have not completed primary school (35.75%). On the other hand, while Aguascalientes is ranked 5 out of 30 in terms of marginalization, it still has a high percentage of residents who have not completed primary school (23.03%).

- 2.7 The present TC falls under the four IDB priorities identified in the IDB Strategy for Education and Training (2005⁵), including: closing the gap of educational attendance at all levels; focusing on improving instructional quality by teacher-training and re-training; and addressing exclusion and marginalization related issues. Furthermore, education is one of main priorities for the new national administration, especially in terms of identifying innovative mechanisms to increase both instructional quality and student outcomes. The expected results of the TC will directly feed to future Bank operations in the Mexico's education sector, as valuable inputs to integrate innovative methodologies and approaches to the new administration's education strategy.

III. PROGRAM OBJECTIVE AND DESCRIPTION

A. Program objective

- 3.1 Strengthen psychosocial competencies through the implementation of the YQYP program to improve school performance, family integration and social participation of children in primary school in marginalized communities in Guanajuato and Aguascalientes.
- 3.2 Specific objectives include: (i) to train human resources (teachers and parents) to contribute to the development of psychosocial skills and competencies for improving students' interactions in the classroom and at home, leading to improved education performance; and (ii) to measure the impact of the YQYP program upon life skills, family and school connectedness and academic performance through a comparative model, including different participation conditions and a control group.

B. Plan description and activities

- 3.3 The project objectives will be achieved through the effective implementation of the following components: (i) capacity building; (ii) program evaluation; and (iii) dissemination. A General Project Coordinator will manage all program's activities, with the support of local coordinators (one per state).

⁵ Expanding the Knowledge Capital of Latin America and the Caribbean. 2005. IADB. SDS/EDU.

1. Component 1. Capacity building

- 3.4 **Identification of experimental and control schools.** Based upon consultation with the respective local authorities of education in the selected communities. The selection will be made according to the *ENLACE test* (selecting the lowest quartile) and from that pool a random distribution of control and experimental schools will be carried out. From that same pool two schools will be randomly assigned as control schools (for a total of seven schools per state). Once selected, the coordinators will visit schools to research their school and home context (e.g. is there water in the home, how far is it from the school, what kind of floor, number of rooms, and number of light bulbs) in order to have a description of the contexts in which the kids live. The exact indicators will be determined once the area of the state has been selected. The research will be done with two focus groups per school and one with parents and one with teachers. Coordinators will also visit the control schools to explain their participation as controls and offer program for next year.
- 3.5 **Teacher training and replication.** Teachers, parents and guardians will be invited to participate in training workshops. Two workshops in each state will be held for teachers and five workshops per school for parents. All workshops will be scheduled taking into account parents' needs detected in focus groups. Before and after the training, a sample of the experimental schools and all students will complete a questionnaire to measure basic knowledge, attitudes, skills, and behaviors related to educational performance. This will enable us to understand the precursors of school performance, specifically protective and risk factors. Training staff will provide 40-hour training for 120 teachers in groups of 30 (two workshops per state), and five workshops of 24-hour training for 750 parents in each state. Teachers replicate with 3,000 students in primary level (1,500 in each state). An assessment of their knowledge, attitudes and skills will be carried out in order to understand the role of these variables on school performance. After the completion of all the training sessions, a post-training evaluation will be implemented for children in both experimental and control group (100 by grade by state).
- 3.6 As an additional component to our program, fathers, mothers, and/or guardians will be invited to receive a 24-hour workshop (hosted during a time that is agreed upon by participating caretakers) in order to strengthen skills and behaviors in the home environment; IMIFAP will carry out 25 workshops for parents/guardians in each state.
- 3.7 All trained teachers then replicate the training with their pupils over an academic year. The replication will be monitored and supported by IMIFAP trainers.

2. Component 2. Evaluation

- 3.8 This component will measure the impact of the Program, based on the results of the training, pre and post-qualitative evaluation, through a **comparative model**.

- 3.9 **Evaluation process.** Evaluation staff will register activities during the project's implementation in both states, and evaluate acceptance, ease and obstacles encountered during program implementation with teachers, caretakers, school administrators, educational leaders with the aim to make recommendations for the expansion and sustainability. Two final focus groups (two focus groups by school, one with parents and one with teachers) will be implemented as a qualitative evaluation to explore perceived benefits of the program in school and family connectedness and repercussions in academic achievements. Based on results, the Program will support 40 hours extra training for a select group of parents and teachers who will become certified replicators (two workshops by state: one for parents and for teachers). All information and data will be systematized and analyzed and included in the preparation of final reports.
- 3.10 In order to assess the implementation process, IMIFAP will accompany teachers during the replication process with students, and observe teachers using previously developed and validated observation guides.

3. Component 3. Communication and dissemination

- 3.11 The General project coordinator and local coordinators, with the support of the evaluation staff will prepare final reports. These reports will be widely disseminated in debriefing meetings with local authorities, as well as with state and federal entities. For this purpose meetings with key educational authorities will be organized. The results will also be included in IMIFAP's webpage and press conferences will be organized in each state.

IV. Expected outputs/products

- 4.1 The proposed Project will train 60 teachers, 750 parents and up to 1,500 students in the course of one year in each state. 120 teachers will be qualified to replicate the training in subsequent years. Two reports with both quantitative and qualitative analyses, one each for Aguascalientes and Guanajuato, will be produced and disseminated. Subsequently, journal articles will be published. The report will include, based on Terms of Reference (TOR), methodology, activities, main results, and specific recommendations for innovative future approaches to Bank education operations in Mexico.
- 4.2 Through the development of critical life skills, students will become more actively engaged in their academic studies, participating more assertively in discussions with their teachers and parents, and managing their out-of-school time to optimize their studies, and will, as a result improve in their academic achievement and focus their energy on staying in the educational system for as long as is feasible to accomplish their educational goals. Parents who receive training will become stronger advocates for their children's academic participation and achievement, enhancing the possibilities that their children will be more assertive and organized.

V. COST AND FINANCING

- 5.1 The total budget for the current TC is estimated at US\$465,095.36. See details in the Table V-1.

Table V-1
Budget

Type of Expense	No. of Months	Cost per Month US\$	JPO Total US\$	Local Counterpart *	TOTAL
Component 1: Capacity building			<u>64,200.00</u>	<u>158,445.82</u>	<u>222,645.82</u>
Training	8.52	19,100	63,200.00	99,600.00	162,800.00
Administrative support	15	489.72	-	7,345.82	7,345.82
Twenty focus groups	2	15,000.00	-	30,000.00	30,000.00
Travel to Guanajuato & Aguascalientes for training	9	2,500.00	1,000.00	21,500.00	22,500.00
Component 2: Evaluation			<u>33,000.00</u>	<u>75,945.82</u>	<u>108,945.82</u>
Training	2.95	19,100.00	18,000.00	38,400.00	56,400.00
Evaluation analyst	8	4,400.00	14,000.00	21,200.00	35,200.00
Administrative support	15	489.72	-	7,345.82	7,345.82
Travel costs for supervision and feedback	4	2,500.00	1,000.00	9,000.00	10,000.00
Component 3: Communication and dissemination			<u>29,085.71</u>	<u>29,275.09</u>	<u>58,360.80</u>
Training	2.64	14,100.00	20,000.00	17,300.00	37,300.00
Evaluation analyst	2	4,400.00	8,800.00	-	8,800.00
Administrative support	14	489.72	-	6,856.10	6,856.10
Travel costs for communication events	2	2,702.35	285.71	5,118.99	5,404.70
General support**	15	4,311.11	<u>22,857.14</u>	<u>41,809.53</u>	<u>64,666.67</u>
Auditing and evaluation	1	7,619.05	<u>-</u>	<u>7,619.05</u>	<u>7,619.05</u>
Contingencies	15	190.48	<u>-</u>	<u>2,857.20</u>	<u>2,857.20</u>
TOTAL	-	<u>=</u>	<u>149,142.85</u>	<u>315,952.51</u>	<u>465,095.36</u>

* In-kind support

** Includes local logistics for the consultants, including rental of office space, admin-secretariat support, communications, regular printing and copy services, supplies, etc.

VI. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 6.1 The Executing agency will be IMIFAP. IMIFAP is a Mexican non-governmental organization founded in 1985 in Mexico City, dedicated to health and life-skills education. IMIFAP works primarily in the areas of health promotion, substance abuse prevention, gender equity, and violence prevention, in Mexico, Latin America, the Caribbean, Greece, Uzbekistan, and the United States. The organization's extensive reach has been made possible by funding from approximately 250 organizations, including the United Nations Foundation, World Health Organization, The World Bank, Population Council, the Buffett Foundation and the Mac Arthur Foundation.
- 6.2 IMIFAP is uniquely positioned to undertake the proposed project in Aguascalientes and Guanajuato, given its far-reaching experience, validated results and history of successful collaboration with public and private educational institutions and professionals, complemented by its capacity to scientifically design, implement and evaluate school-based training programs.

- 6.3 Under the auspices of IDB and IMIFAP, a two-year project (July 2005 through July 2007) is currently being conducted in uterine cancer prevention for women residing in marginalized rural communities in the State of Michoacán. From February 1999 through February 2001 also under the auspices of IDB and IMIFAP, a pilot project on maternal-infant health care was conducted in Yucatán, Puebla and Oaxaca. Results of this project were presented by IMIFAP staff in Harvard in 2006. From December 1998 to December 2000, IMIFAP conducted another IDB project, this time co-funded by the Mentor Foundation, focusing on life skills development and the prevention of substance abuse for fourth, fifth and sixth-grade students in the States of Hidalgo and Jalisco.
- 6.4 For purposes of this project, IMIFAP will create a technical team to manage the implementation of this project. This team will work under the coordination of the Executive Vice-president's office-Education Programs Coordination Unit and the Evaluation Unit. All administrative issues will fall under the responsibility of the Administrative Vice-president's office. The team will include Unit Chiefs, with extensive experience leading IMIFAP education projects, including coordination and implementation positions, as well as local coordinators and facilitators. In addition, the team will be joined by an evaluation specialist and child education psychologist for the design of evaluation and data collection instruments.
- 6.5 A 15% rotatory fund will be created for purposes on this TC. In the first 120 days after the end of the fiscal year, IMIFAP will present to the Bank annual financial reports on the Program.
- 6.6 The execution period will be fifteen months, and the disbursement period eighteen months. IMIFAP will handle the procurement and engage consultants required for project execution in accordance with standard Bank policies and procedures.
- 6.7 IMIFAP process all requests for disbursements together with the corresponding documentation justifying expenses in accordance with IDB disbursement procedures. These will be processed through IMIFAP's financial unit, responsible for all accounting, budgeting and external funds issues, including consulting services acquisitions and internal financial oversight. Upon completion of the project, submit to the Bank the project financial statements audited by an independent firm acceptable to the Bank in accordance with terms of reference previously approved by the Bank. The auditor's report will be presented within 90 days after the date of the final disbursement. The audit will be included as part of the project costs and will be covered out of local counterpart funding.
- 6.8 **Conditions prior to disbursement.** IMIFAP should create a bank account to transfer all financial resources related to this project, keeping **specific** and **separate** records of all financial transactions with JPO and with local counterpart funding.
- 6.9 If, these conditions have not been met ninety days after the signing of the agreement, the Bank is entitled to cancel this operation. RE2/SO2 will assume

overall technical responsibility of this TC. **COF/CME** will be responsible for all disbursements after RE2/SO2 approval.

VII. MAJOR ISSUES

- 7.1 **Institutional capacity.** Over the past 21 years, IMIFAP has demonstrated its commitment to skill development in children and adolescents through the implementation of numerous school-based projects, including YQYP, a health promotion and life skills training program for schoolchildren from pre-school through ninth grade. YQYP has been implemented successfully in close collaboration with Departments of Education in the States of Campeche, Chiapas, Hidalgo, Jalisco, Oaxaca, Puebla, Querétaro, Quintana Roo, Sonora and the Federal District of Mexico City. IMIFAP is presently investigating the impact of its HIV/AIDS prevention-focused YQYP program with primary school students in the States of Hidalgo and Campeche with funding from the National Institutes of Health. YQYP results include increased participation, critical thinking, assertive decision-making, and academic success in school children; significant increases in knowledge regarding health risks and preventive strategies; and evidence of internalized and sustainable behavior change in children and adolescents. In recognition of the success of IMIFAP's school-based programs, the federal government has adapted YQYP for the national public school curriculum in ethics and civic engagement.
- 7.2 In the interest of reinforcing skills development in young people, IMIFAP has also developed programs for parents to help them foster life skills and support academic achievement in their children and adolescents. Moreover, through its Integral Community Development projects, currently operating in the States of Chiapas and Hidalgo, IMIFAP offers a full array of health promotion, life skills and economic development training programs, simultaneously building capacities in students, their parents, teachers and other community members.
- 7.3 **Sustainability** is projected to occur on four levels: individual, institutional, community and systemic. The training is provided first for the teachers' personal development and in a second stage for a group of them to become replicators. Therefore as beneficiaries of life and training-skills development, teachers trained through this program will become repositories of a theoretical perspective/ideology, critical information, and practical skills, allowing them to disseminate knowledge informally and to transmit skills through replication of their training, both with additional students and with colleagues. As such, they potentially become active and productive agents for the scaling up of the activities and impact introduced through the program. At the local institutional and community level, both direct and indirect exposure to the program and its results will engender in administrators, teachers and parents sustained interest in replication of the training program. Finally, the success of this particular program, taken in conjunction with more widespread awareness of its impact at the state and federal level, will encourage state officials to incorporate life-skills training into official curricula. This has been born out recently, both in terms of the

growing interest of state governments to collaborate in IMIFAP training programs, and in the federal government's adoption of the model nationally for civic engagement and ethics training in public schools, as in other IMIFAP's similar initiatives.

- 7.4 **Coordination with government authorities.** IMIFAP has developed the capacity not only to coordinate multiple projects —currently providing, monitoring and evaluating over 80 training activities across Mexico in ten different content areas— but also the ability to respond quickly to the need for new project implementation. The latter is facilitated by long-standing, trusting working relationships with government authorities, professionals and community leaders at all levels.
- 7.5 As a result of its work in Aguascalientes, IMIFAP enjoys an excellent working relationship with Aguascalientes Institute of Education and with National Institute for Social Development in Guanajuato. In addition, IMIFAP has wide-ranging experience working in different states in Mexico and abroad in collaboration with the Ministry of Health and Ministry of Education. As stated earlier, due to IMIFAP's experience and proved track-record, many of its methodologies and training techniques have been integrated into formal curricula and courses, enhancing the project's impact and reach.

VIII. ACTION PLAN

- 8.1 The YQYP improve school performance program will take place over a **15-month** period in the Mexican States of Guanajuato and Aguascalientes, states with high migration rates and with low-achieving school performance records.
- 8.2 Table VIII-1 shows the project's action plan and timeframe: IMIFAP will select five primary schools with low levels of school achievement in each state, through consultations and in coordination with local authorities. Within each state, IMIFAP will select and train a total of 60 teachers (four workshops: two per state) in groups in the YQYP program. After receiving training, teachers will replicate the program with their students during the academic year, dedicating two hours each week to the program. The program is expected to reach a total of 1,500 students in the most economically and socially disadvantaged academic environments in each state.

Table VIII-1
Timeframe

Activity	Timeframe
Identify participating schools.	Month 1
Program management and oversight.	Months 1–12
Visit schools to research their school and home contexts (four focus groups in each state).	Month 2
Development of materials and contents to reinforce academic achievement, especially in mathematics, language and school organization activities for each school level to be integrated to the YQYP life skills activities.	Months 1-2
Call for teachers to be trained.	Month 2
Qualitative data analysis for both states.	Month 3
Call for parents/guardians to be trained.	Month 3
Teachers training in both states.	Month 3
Quantitative evaluation activities for children in experimental and control groups (before the start of the training program).	Month 3
Distribution of materials (manuals, textbooks and didactic materials for students).	Month 4
Implementation of the program during the academic year with teachers, parents/guardians, and replication with students.	Months 4-14
Replication.	Months 4-14
Observation of acceptance, ease, and obstacles encountered during program implementation with teachers, caretakers, school administrators, and educational leaders with the aim to make recommendations for the expansion and sustainability of the program.	Months 4-14
Extra training for teachers and parents to become <i>replicators</i> .	Month 13
Qualitative evaluation (focus groups with teachers and parents) in both states.	Month 14
Post-training evaluation and evaluation of control group.	Month 14
Teacher and parent training and distribution of materials for the next academic year for control schools.	Month 15
Qualitative and quantitative data analysis for both states.	Month 15
Final report.	Month 15
Dissemination of results.	Month 15

- 8.3 In order to evaluate the impact of the program, IMIFAP will administer pre and post intervention questionnaires to a sample of students in the experimental group and control group. Student participants will complete a questionnaire, which will be developed and validated for each grade level. Questionnaires will measure knowledge, attitudes, skills, and behaviors related to school performance. School and family connectedness as well as grades, attendance, and participation in class at the start of the program, during the course and at the end of the program will be evaluated. Process evaluation indicators, including the technical-pedagogical, administrative, and political aspects of program implementation, will be registered.
- 8.4 **Data analysis.** IMIFAP will use varying methods for quantitative and qualitative analysis, including experimental vs. control groups, by student and by grade level considering the impact of the parent/guardian training, as described in TOR.
- 8.5 **Dissemination of results.** In addition to scientific journal articles, a brief report of results will be presented to key state and federal authorities and a press conference will be held.

- 8.6 **Reports.** IMIFAP will present a first draft report six-months after contract agreement including project status. No later than one month after execution completion, IMFAP will present a final report, including all required outputs, for Bank review and approval. Final payment will be made upon final report's approval.

IX. ENVIRONMENTAL AND SOCIAL STRATEGY

- 9.1 As technical cooperation is limited to consultancy services it is not expected to have any negative environmental and social impacts. The project classification for this TC is C.

X. RESPONSIBILITY IN THE BANK

- 10.1 **Technical responsibility.** Within RE2/SO2, Claudia Uribe and Natalia Winder, in coordination with Consuelo Ricart in COF/CME will be responsible for managing the execution of the proposed TC. COF/CME Tel: (5255) 9138-6229, e-mail: consuelor@iadb.org, fax: (5255) 9138-6229; RE2/SO2 Tel: (202) 623-3306 and (202) 623-3804, e-mail: claudiau@iadb.org and nataliaw@iadb.org, Fax:(202) 623-1429. RE2/SO2 will assume overall technical responsibility of this TC. **COF/CME** will be responsible for all disbursements after RE2/SO2 approval.

XI. RECOMMENDATION

- 11.1 Claudia Uribe (RE2/SO2), designated team leader for the referenced project, recommends the approval of this operation and use of resources from the Japan Special Fund Poverty Reduction Program Trust Fund (JPO) totaling up to US\$149,142 in order to finance the activities in this document.

XII. CERTIFICATION OF FUNDS

- 12.1 I hereby certify that this operation was approved for financing under the Japan Special Fund Poverty - Reduction Program Trust Fund (JPO) by the Japanese Government on February 8, and signed by Keisuke Nakamura (RE2/FSS). Also, I certify that resources from the Japan Special Fund Poverty Reduction Program Trust Fund (JPO) are available for up to US\$149,143 in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of nine calendar months counted from the date of signature below. If the project is not approved by the IDB within that period, the reserve of resources will be cancelled, except in the case a new certification is granted. The commitment and disbursement of these resources shall be made only by the Bank in US dollars. The same currency shall be used to stipulate the remuneration and payments to consultants, except in the case of local consultants working in their own borrowing member country who shall have their remuneration defined and paid in the currency of such country. No resources of the Fund shall be made available to cover amounts greater than the amount certified herein above for the implementation of this Plan of Operations. Amounts greater than the certified amount may arise from commitments on contracts

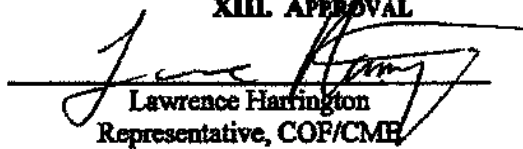
denominated in a currency other than the Fund currency, resulting in currency exchange rate differences, for which the Fund is not at risk.


Goro Mitsuura, RE2/FSS
Japan Special Fund

May 14, 2007
Date

XIII. APPROVAL

Concur:


Lawrence Harrington
Representative, COF/CME

5-20-2007
Date

Concur:


Fernando Quevedo
RE2/OD3 JJGL

22/5/07
Date

Approved


Héctor Salazar
Chief, RE2/SO2

23/5/07
Date

**LOCAL CAPACITY BUILDING TO IMPROVE EDUCATION PERFORMANCE IN GUANAJUATO AND AGUASCALIENTES
(ME-T1031)
LOGICAL FRAMEWORK**

NARRATIVE SUMMARY	VERIFIABLE OUTCOME INDICATORS	Means of Verification	Assumptions
GOAL			
Strengthen psychosocial competencies for improved academic achievement, family integration, and social participation in low performance rural schools in Mexico.	<ul style="list-style-type: none"> - Increase in 2003 PISA scores by 5%; from 407 to 427 in mathematics, 424 to 445 in science, 421 to 442 in reading, and 407 to 427 in problem solving (increase from 2003 scores). - Drop-out rates decrease from 15% to 10% in Aguascalientes, 20% to 15% in Guanajuato. - Reported improvements in academic participation and performance by teachers and parents. 	<ul style="list-style-type: none"> - State academic scores on the PISA (International Student Evaluation Program). - School dropout rates from the Ministries of Education. - Qualitative evaluation results from focus groups with teachers and parents. 	
PURPOSE			
<p>Teachers and parents trained to contribute to the development of psychosocial skills and competencies for the improvement of students' interactions at home and in the classroom, ultimately for improved academic performance.</p> <p>Impact of the training program on life skills, family, school connectedness, and academic achievement measured.</p>	<p>In children:</p> <ul style="list-style-type: none"> - Statistically significant increased knowledge (p-value of 0.05 on post-intervention questionnaires based on score comparisons from pre-intervention questionnaires). - Statistically significant increased development of life skills (p-value of 0.05 on post-intervention questionnaires based on score comparisons from pre-intervention questionnaires). <p>In teachers and parents:</p> <ul style="list-style-type: none"> - Increased awareness –on surrounding academic participation and performance, means to promote success at home and in the classroom, means to improve a child's performance, means to promote self-esteem, time management, self-efficacy, communication, and decision-making skills– by 70%. - Reported and observed acceptance of program by teachers and parents: Commitment to sustain program activities by supporting program replication beyond the duration of the proposed project. 	<ul style="list-style-type: none"> - Pre- and post- intervention questionnaires administered to experimental and control groups. - Progress Report –Executing Agency. 	Highly committed teachers and parents are vital to the success of the proposed project.
COMPONENT 1: Capacity building			
<p>Identification of experimental and control schools</p> <ul style="list-style-type: none"> - Control and participating schools selected. - Focus groups implemented to research school and home contexts. 	<ul style="list-style-type: none"> - 14 schools identified as experimental or control schools (five schools per state as experimental schools, and two schools per state as control schools, randomly assigned). - 20 focus groups conducted and recorded (two focus groups per experimental school, one with parents, one with teachers). - 120 teachers trained in four 40-hour workshops (two workshops per state, 30 teachers per workshop). 	<ul style="list-style-type: none"> - Attendance sheets confirming consistent participation in the program developed and used; checklist of materials distributed developed and used. - Minutes on focus groups conducted before and after intervention. 	

Teacher Training and replication <ul style="list-style-type: none"> - Teachers and parents trained. - Pre-intervention questionnaires distributed to experimental and control student groups. - Teachers replicate the program each with 25 students in their classrooms. 	<ul style="list-style-type: none"> - 1,500 parents trained in 50 workshops (five workshops per school, 30 parents per workshop). - 600 pre-intervention questionnaires administered to 300 students who will receive training (experimental group) and 300 students who will not receive training (control group). - 120 manuals distributed to teachers and 3,000 student textbooks distributed to students. - 3,000 primary school students trained. 	<ul style="list-style-type: none"> - Progress Report. 	
COMPONENT 2: Evaluation			
<p>Post-intervention questionnaires distributed to experimental and control student groups.</p> <p>Focus groups implemented to identify the benefits of program.</p> <p>Selected teachers are trained as “replicators”.</p> <p>Selected parents trained as parent educators.</p>	<ul style="list-style-type: none"> - 600 post-intervention questionnaires administered to 300 trained students (experimental group) and 300 students without training (control group). - 120 teachers accompanied during program replication. - 20 focus groups conducted and recorded (two workshops per state, one with parents, one with teachers). - 120 teachers trained as replicators in two 40-hour workshops (one workshop per state). - 60 parents trained as parent educators in two 40-hour workshops (one workshop per state). 		
COMPONENT 3. Dissemination and communication			
<p>Results analyzed and one final report produced.</p> <p>Main findings are disseminated through debriefing meetings at the local and regional level.</p>	<p>1200 pre- and post- intervention questionnaires, 40 focus groups, and 120 observation evaluations.</p> <p>Four debriefing meetings conducted (two meetings per state Program implemented in six schools from control group (three schools per state, 60 total teachers, 1,200 total students).</p>	<ul style="list-style-type: none"> - Final report. 	

MÉXICO
FORTALECIMIENTO DE CAPACIDADES LOCALES PARA MEJORAR EL RENDIMIENTO
ESCOLAR EN GUAJANUATO Y AGUASCALIENTES
(ME-T1031)

PLAN DE ADQUISICIONES

I. GENERAL

1. Información sobre el Proyecto

Términos y condiciones financieras				
Prestatario: BID Agencia ejecutora: Instituto Mexicano de Investigación Familiar y Población (IMIFAP) Co-ejecutores: N/A			Período de amortización:	N/A
			Período de gracia:	N/A
			Período de desembolso:	18 meses
			Tasa de interés:	N/A
Fuente	Monto US\$	%	Supervisión e inspección:	N/A
BID (CO):	149,143	32%	Comisión de crédito:	N/A
Local:	315,953	68%	Moneda:	US\$ Dólares Americanos
Total:	465,096	100%		

2. Fecha de la aprobación del Plan de Adquisiciones por el Banco:

II. BIENES, OBRAS Y SERVICIOS DISTINTOS A LOS DE CONSULTORIA (N/A)

- 1. Valores de umbrales Aprobados por el Banco para la Aplicación de los Procedimientos de Adquisiciones en los Países Miembros.** Los límites establecidos para cada uno de los países sirven como base para decidir sobre la aplicación de los procesos de Licitación Pública Internacional (LPI), Licitación Pública Nacional (LPN) o Comparación de Precios (CP o Shopping), según corresponda a los límites indicados. Todas las adquisiciones sujetas a un examen previo por parte del Banco, se harían conforme se señala en el Apéndice I de las Políticas para la adquisición de Obras y Bienes. **[Comentario: estos Umbrales se especifican con base al Cuadro de Umbrales aprobados por el Banco para cada país. Variaciones a estos umbrales requieren una aprobación por parte de DEV/PRM]. (N/A)**

CUADRO 1: UMBRALES BIENES Y OBRAS

	Método de adquisición	Valores de umbral para aplicación	Comentario
1.	Licitación Pública Internacional (LPI) y Licitación Internacional Limitada (LIL) (Bienes) .	(monto límite)	
2.	Licitación Publica Nacional (LPN). (Bienes) .	(rango de montos límites)	
3.	LPI (Obras) .	(monto límite)	
4.	LPN (Obras) .	(rango de montos límites)	
5.	LPI - Servicios distintos a los de consultaría.	(monto límite)	Se aplican las políticas adquisición de bienes
6.	LPN - Servicios distintos a los de consultaría.	(monto límite)	Se aplican las políticas adquisición de bienes
7.	Comparación de Precios (CP) – Bienes .	(monto límite)	
8.	Comparación de Precios (CP) (Obras) .	(monto límite)	

- 2. Precalificación de Oferentes.** **Cuando aplique:** para bienes y obras, según lo establecido en los párrafos 2.9 y 2.10 de las Políticas (Documento GN-2349-7). Indicar los métodos de licitación incluidos en el Plan que requieren precalificación. **(N/A)**
- 3. Procedimientos Propuestos para Componentes de Desarrollo Impulsados por la Comunidad.** De conformidad al párrafo 3.17 de las Políticas (GN-2349-7). Remítase al respectivo Reglamento Operativo del Proyecto aprobado por el Banco, **si aplica**. **(N/A)**
- 4. Otros Arreglos Especiales en materia de Adquisiciones:** A solicitud del Prestatario, y con sujeción a condiciones que han de establecerse en el Contrato de Préstamo y especificarse en los documentos de licitación, podrá darse un margen de preferencia en la evaluación de ofertas a los bienes fabricados en el país del Prestatario cuando se comparen las ofertas de tales bienes con los bienes fabricados en el extranjero. En caso de realizar las adquisiciones mediante LPN, se utilizará la legislación local, con excepción de las disposiciones que sean contrarias a las políticas del Banco. **(N/A)**

Otros arreglos, tales como los pertinentes a contrataciones anticipadas y financiamiento retroactivo, **si aplica**. **Menú para tener en cuenta:** (i) a los licitantes y consultores extranjeros no se les exigirá: (a) tener un representante local para presentar sus ofertas; (b) suministrar certificado alguno expedido por las autoridades nacionales acerca de su capacidad legal ni estado fiscal; (c) estar registrados en el país y (d) constituir una sociedad con otras firmas nacionales para presentar ofertas o firmar contratos. **(N/A)**

5. Plan de Adquisiciones para Bienes y Obras (N/A)

[Incluir todas las licitaciones que ser refieran a Bienes y Obras, indicando el método de supervisión. La definición de la modalidad del examen del Banco (previo o posterior (ex

ante o ex post) depende del análisis de la capacidad institucional del organismo ejecutor para realizar el Plan de Adquisiciones propuesto. Observar sección IV del Plan.

CUADRO 2: BIENES Y OBRAS

1	2	3	4	5	6	7	8
No. ref.	Descripción del Contrato	Costo estimado (US\$)	Método de Adquisición	Precalificación (Sí/No)	Preferencia por elementos nacionales (bienes) (si/no)	Examen del Banco (previo/posterior)	Fecha tentativa para la presentación de las ofertas
	Obras						
	Bienes						
	Servicios distintos de consultoría						

III. SELECCIÓN DE CONSULTORES

- Valores de Umbrales Aprobados por el Banco para la Aplicación de los Procedimientos de Adquisiciones en los Países Miembros.** Los límites establecidos para cada uno de los países sirven como base para decidir sobre la aplicación de los procesos de Selección con o sin publicidad internacional. Todas las adquisiciones sujetas a un examen previo por parte del Banco, se harían conforme se señala en el Apéndice I de las Políticas de Consultoría (GN-2350-7). **(generalmente el umbral está en \$200.000)**

CUADRO 3: UMBRALES CONSULTORIAS

	Método de Selección	Valores de umbral para el examen previo	Comentarios
1.	Proceso Competitivo de Selección con publicidad internacional (firmas) (N/A)	\geq US\$200.000	Publicidad en UNDB y página Internet del Banco, sitio oficial de Internet del país, si existe. Revisión ex ante.
2.	Proceso Competitivo de Selección con publicidad nacional solamente. (firmas) (N/A)	$<$ US\$200.000	Publicidad en diarios locales y sitio oficial de Internet del país, si existe.
3.	Selección de Consultores Individuales por Comparación de Calificaciones	Ex - ante	
4.	Selección de Consultores Individuales por Contratación Directa		

2. **Lista corta compuesta exclusivamente por consultores nacionales.** Para efectos de lo estipulado en el párrafo 2.7 de las Políticas de Consultores, la lista corta de consultores para contrataciones con costos estimados menores al equivalente de US\$200.000 por contrato podrá estar conformada en su totalidad por consultores nacionales.
3. **Otros Arreglos Especiales de Selección.** [se refiere a lo relativo a las contrataciones anticipadas y financiamiento retroactivo, si aplica.]. (N/A)
4. **Plan de Adquisiciones para la parte de los Contratos de Consultoría. Incluye Métodos de Selección y Calendarios.** (indicar el método de selección escogido en cada caso)

CUADRO 4: SERVICIOS DE CONSULTORIA

1	2	3	4	5	6	7
No. ref.	Descripción del contrato	Costo estimado (US\$)	Método de Selección	Examen del Banco (previo/posterior)	Fecha prevista para presentación de las ofertas.	Comentarios
I.	Firmas Consultoras					(indicar ámbito de publicidad requerido)
	N/A					
II.	Consultores Individuales					
	Coordinador local (6)	46.000	SCI	Ex-ante		Nacional
	Facilitadores para capacitaciones (10)	56.000	SCI	Ex-ante		Nacional
	Especialistas en evaluación (4)	23.000	SCI	Ex-ante		Nacional
III.	Otras Modalidades					
	N/A					

Métodos de Selección

SBC: Selección Basada en la Calidad.

SBMC: Selección Basada en el Menor Costo

SBPF: Selección Basada en Presupuesto Fijo

SCC: Selección Basada en las Calificaciones de los consultores

SD: Selección Directa

SBCC: Selección Basada en Calidad y Costo (80-20 o 70-30 %)

SCI: Selección por calificaciones (consultor individual)

Publicidad: internacional: UNDB *online* Pagina Internet del BID. (todo contrato superior a US\$200.000).

Publicidad: nacional: periódico de amplia circulación nacional o la Gaceta Oficial (si esta en el internet), o en el sitio de Internet único oficial del país dedicado a la publicación de avisos de licitación del sector publico (si existe).

IV. Actividades de Formación de Capacidad en los Organismos Ejecutores y Calendarios previstos. (N/A)

- En esta sección se enumeran las actividades acordadas para la formación de capacidad (según las recomendaciones del último CPAR y SECI realizados en el país y/o en el organismo ejecutor), con su respectivo calendario. En los casos de ejecución directa por el Banco, no se aplica.

Cuadro 5: CAPACIDAD INSTITUCIONAL

No. de Actividad	Descripción de la Actividad/Resultado Esperado.	Costo Estimado US\$	Duración Prevista	Fecha de Inicio	Comentarios

**Local Capacity Building to Improve Education Performance in Guanajuato and Aguas Calientes
(ME-T1031)
Detail Budget**

Type of Expense	Months	Cost per Month	JPO Total	Local Counterpart[1]	TOTAL	JPO-aggregate: Adquisitions information
Component #1, Capacity Building						
Project Coordinator 100% of time \$3,500 per month	8	\$ 3,500.00	\$ -	\$ 28,000.00	\$ 28,000.00	Total Local Coordinators \$ 45,200.00
Local Coordinator 100% of time \$2,800 per month	8	\$ 2,800.00	\$ 11,600.00	\$ 10,800.00	\$ 22,400.00	Total Training Facilitaors \$ 56,000.00
Local Coordinator 100% of time \$2,800 per month	8	\$ 2,800.00	\$ 11,600.00	\$ 10,800.00	\$ 22,400.00	Total Evaluacion Analysts \$ 22,800.00
Training Facilitator 100% of time \$2,500 per month	9	\$ 2,500.00	\$ 10,000.00	\$ 12,500.00	\$ 22,500.00	
Training Facilitator 100% of time \$2,500 per month	9	\$ 2,500.00	\$ 10,000.00	\$ 12,500.00	\$ 22,500.00	TOTAL Consulting Services \$124,000.00
Training Facilitator 100% of time \$2,500 per month	9	\$ 2,500.00	\$ 10,000.00	\$ 12,500.00	\$ 22,500.00	
Training Facilitator 100% of time \$2,500 per month	9	\$ 2,500.00	\$ 10,000.00	\$ 12,500.00	\$ 22,500.00	Travel \$ 2,285.71
Secretarial Support 20% of time, \$489.72 per month	15	\$ 489.72	\$ -	\$ 7,345.82	\$ 7,345.82	
Twenty focus groups	2	\$ 15,000.00	\$ -	\$ 30,000.00	\$ 30,000.00	
Travel to Guanajuato & Aguascalientes for training	9	\$ 2,500.00	\$ 1,000.00	\$ 21,500.00	\$ 22,500.00	TOTAL JPO \$126,285.71
Component #2, Evaluation						
Project Coordinator 100% of time \$3,500 per month	4	\$ 3,500.00	\$ -	\$ 14,000.00	\$ 14,000.00	
Local Coordinator 100% of time \$2,800 per month	4	\$ 2,800.00	\$ 5,000.00	\$ 6,200.00	\$ 11,200.00	
Local Coordinator 100% of time \$2,800 per month	4	\$ 2,800.00	\$ 5,000.00	\$ 6,200.00	\$ 11,200.00	
Training Facilitator 100% of time \$2,500 per month	2	\$ 2,500.00	\$ 2,000.00	\$ 3,000.00	\$ 5,000.00	
Training Facilitator 100% of time \$2,500 per month	2	\$ 2,500.00	\$ 2,000.00	\$ 3,000.00	\$ 5,000.00	
Training Facilitator 100% of time \$2,500 per month	2	\$ 2,500.00	\$ 2,000.00	\$ 3,000.00	\$ 5,000.00	
Training Facilitator 100% of time \$2,500 per month	2	\$ 2,500.00	\$ 2,000.00	\$ 3,000.00	\$ 5,000.00	
Evaluation analyst 100% of time \$2,200 per month	8	\$ 2,200.00	\$ 7,000.00	\$ 10,600.00	\$ 17,600.00	
Evaluation analyst 100% of time \$2,200 per month	8	\$ 2,200.00	\$ 7,000.00	\$ 10,600.00	\$ 17,600.00	
Admin Support 20% of time, \$489.72 per month	15	\$ 489.72	\$ -	\$ 7,345.82	\$ 7,345.82	
Travel costs for supervision and feedback	4	\$ 2,500.00	\$ 1,000.00	\$ 9,000.00	\$ 10,000.00	
Component #3, Communication and dissemination						
Project Coordinator 100% of time \$3,500 per month	3	\$ 3,500.00	\$ -	\$ 10,500.00	\$ 10,500.00	
Local Coordinator 100% of time \$2,800 per month	3	\$ 2,800.00	\$ 6,000.00	\$ 2,400.00	\$ 8,400.00	
Local Coordinator 100% of time \$2,800 per month	3	\$ 2,800.00	\$ 6,000.00	\$ 2,400.00	\$ 8,400.00	
Training Facilitator 100% of time \$2,500 per month	2	\$ 2,500.00	\$ 3,000.00	\$ 2,000.00	\$ 5,000.00	
Training Facilitator 100% of time \$2,500 per month	2	\$ 2,500.00	\$ 5,000.00	\$ -	\$ 5,000.00	
Evaluation analyst 100% of time \$2,200 per month	2	\$ 2,200.00	\$ 4,400.00		\$ 4,400.00	
Evaluation analyst 100% of time \$2,200 per month	2	\$ 2,200.00	\$ 4,400.00		\$ 4,400.00	
Admin Support 20% of time, \$489.72 per month	14	\$ 489.72	\$ -	\$ 6,856.10	\$ 6,856.10	
Travel costs for communication events	2	\$ 2,702.35	\$ 285.71	\$ 5,118.99	\$ 5,404.70	
General support(**)	15	\$ 4,311.11	\$ 22,857.14	\$ 41,809.53	\$ 64,666.67	
Auditing and Eval.	1	\$ 7,619.05		\$ 7,619.05	\$ 7,619.05	
Contingencies[5]	15	\$ 190.48		\$ 2,857.20	\$ 2,857.20	
TOTAL		\$ 97,392.15	\$149,142.85	\$ 315,952.51	\$465,095.36	

(*) Consulting Services (admin support) under the GENERAL SUPPORT CATEGORY will be funded as local counterpart.

(**) Includes local logistics for the consultants, including rental of office space, admin-secretariat support, communications, regular printing and copy services, supplies, etc.



SECRETARÍA
DE
HACIENDA Y CRÉDITO PÚBLICO

UNIDAD DE CRÉDITO PÚBLICO
DIRECCIÓN GENERAL ADJUNTA DE CAPTACIÓN
DIRECCIÓN DE ORGANISMOS FINANCIEROS
INTERNACIONALES

Oficio No. 305-IV.- 088

México, D.F. a 18 de abril de 2007.

SR. LAWRENCE HARRINGTON

Representante Ejecutivo en México
Banco Interamericano de Desarrollo
Av. Horacio 1855, Piso 6
Col. Los Morales Polanco
C.P. 11510, México, D.F.
Presente.

Hago referencia a su comunicado CME- 324/2007 de fecha 16 de marzo de 2007, mediante el cual solicita la no objeción de esta Secretaría de Hacienda y Crédito Público, a fin de gestionar un apoyo financiero por un monto de USD 149,143 del Fondo Japonés, para el "Fortalecimiento de Capacidades Locales para Mejorar el Rendimiento Escolar en Guanajuato y Aguascalientes".

Al respecto, me permito informar a Usted que esta Secretaría no tiene ningún inconveniente en que se gestione dicho financiamiento de carácter no reembolsable para ser ejecutado por el Instituto Mexicano de Investigación Familiar y Población.

Sin otro particular por el momento, aprovecho la ocasión para enviarle un cordial saludo.

Atentamente,
La Directora General Adjunta

Alicia Núñez de la Huerta