

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK  
NOT FOR PUBLIC USE

## **MEXICO**

### **ALIGNING LEARNING INCENTIVES**

**(ME-T1114)**

#### **PLAN OF OPERATIONS**

This document was prepared by the project team consisting of: Ana Santiago (SCL/EDU), Project Team Leader; Marcelo Cabrol, Hans Edsand, María Soledad Bos, Tania Vera, Amelia Cabrera (SCL/EDU); and Juan Carlos Pérez-Segnini (LEG/SGO).



## CONTENT

I.	BACKGROUND AND JUSTIFICATION .....	2
II.	PROGRAM DESCRIPTION .....	3
A.	Program goal and purpose .....	3
B.	Components .....	3
1.	Component 1. Design and implementation of the aligned learning incentives.....	3
2.	Component 2. Evaluation .....	4
3.	Component 3. Dissemination .....	5
III.	COST AND FINANCING.....	5
A.	Summary cost table.....	5
B.	Description and composition of financing.....	5
C.	Sustainability .....	5
IV.	EXECUTING AGENCY AND MECHANISM.....	6
A.	Executing agency.....	6
B.	Executing mechanism.....	6
C.	Program implementation readiness.....	7
D.	Execution period and disbursement schedule.....	7
E.	Procurement.....	7
V.	MONITORING AND EVALUATION .....	7
A.	Monitoring, and technical and basic responsibility .....	7
B.	Progress and final reports .....	7
VI.	PROGRAM BENEFITS AND RISKS .....	8
A.	Program benefits and developmental impact.....	8
B.	Target beneficiaries .....	8
C.	Risks .....	8
VII.	ENVIRONMENTAL AND SOCIAL REVIEW.....	8
A.	Date of ESR review .....	8

## **ANNEXES**

ANNEX I	<a href="#"><u>Results Framework</u></a>
ANNEX II	<a href="#"><u>Detailed Program Budget</u></a>
ANNEX III	<a href="#"><u>Procurement Plan</u></a>

## **APPENDICES**

N/A

## **BASIC SOCIOECONOMIC DATA**

For basic socioeconomic data, including public debt information, please refer to the following address:

[http://www.iadb.org/res/externallink\\_list.cfm?language=en&parid=1&item1id=1&detail=Box1#b1](http://www.iadb.org/res/externallink_list.cfm?language=en&parid=1&item1id=1&detail=Box1#b1)

## **INFORMATION AVAILABLE IN THE FILES OF SCL/SCL**

### **PREPARATION:**

“Aligning Learning Incentives to Improve Upper Secondary School Student Achievement in Mathematics”. Inter-American Development Bank.

[Note on Sample and Design Features for Aligning Learning Incentives.](#)

### **EXECUTION:**

[Terms of Reference](#)

## **ABBREVIATIONS**

ALI	Aligned Learning Incentives
ESR	Environmental and Social Impact Review
IADB	Inter-American Development Bank
ORC-SOF	Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals
REMS	Reforma de Educación Media Superior
SCL/EDU	Education Division
SEP	Ministry of Education (SEP)

## PLAN OF OPERATIONS ALIGNING LEARNING INCENTIVES

(ME-T1114)

### EXECUTIVE SUMMARY

<b>Beneficiary:</b>	Ministry of Education (SEP)						
<b>Team members:</b>	Ana Santiago (SCL/EDU), Project Team Leader; Marcelo Cabrol, Hans Edsand, María Soledad Bos, Tania Vera and Amelia Cabrera (SCL/EDU); and Juan Carlos Pérez-Segnini (LEG/SGO).						
<b>Executing agency:</b>	IDB – Inter-American Development Bank, through Education Division (SCL/EDU)						
<b>Target Beneficiaries:</b>	High school level students, teachers and principals.						
<b>Financing:</b>	<table> <tr> <td>IDB Social Fund (SOF):</td><td>US\$ 1,350,000</td></tr> <tr> <td>Local:</td><td>US\$ 12,150,000</td></tr> <tr> <td>Total:</td><td>US\$ 13,500,000</td></tr> </table>	IDB Social Fund (SOF):	US\$ 1,350,000	Local:	US\$ 12,150,000	Total:	US\$ 13,500,000
IDB Social Fund (SOF):	US\$ 1,350,000						
Local:	US\$ 12,150,000						
Total:	US\$ 13,500,000						
<b>Objectives:</b>	The objective of this operation is to design, implement, and evaluate an incentive based structure, never before explored in Mexico or elsewhere, to align the efforts of school principals, teachers, and students in order to improve student achievement, especially from low income students and schools.						
<b>Execution timetable:</b>	<table> <tr> <td>Execution period:</td><td>33 months</td></tr> <tr> <td>Disbursement period:</td><td>36 months</td></tr> </table>	Execution period:	33 months	Disbursement period:	36 months		
Execution period:	33 months						
Disbursement period:	36 months						
<b>Special contractual conditions:</b>	None.						
<b>Exceptions to Bank policies and procedures:</b>	None.						
<b>Environmental and social review:</b>	The project was reviewed by the Environmental and Social Impact Review (ESR) Committee on June 12, 2009. The Technical Cooperation has been classified as a “C” according to the Safeguard Classification Tool (see paragraph 7.1).						
<b>Coordination with other official development finance institutions:</b>	This operation is aligned with the ongoing work of other donor agencies working with the Ministry of Education (SEP) in Mexico.						

## I. BACKGROUND AND JUSTIFICATION

- 1.1 The SEP has requested the Bank's support in developing a study of an incentive based structure, never before explored in Mexico or elsewhere, to align the efforts of school principals, teachers, and students in order to improve student achievement, especially from low income students and schools. This study will be an important input to the ongoing policy dialogue with Mexico, and will be instrumental for the country's implementation of the *Reforma de Educación Media Superior* (REMS) recently launched by the Mexican government, as it will provide information of cost-effective ways to increase school performance; as well as to provide cost-effective models for future Bank operations in Mexico and other countries.
- 1.2 The main objective of REMS is to tailor high school education to include the basic competencies and skills needed for the current economic and social challenges faced by the country, based on three principles: (i) recognizing all modalities and subsystems of high school education; (ii) improving the pertinence and relevance of all curricula; (iii) easing the transit between systems and schools. Further, REMS will concentrate on four axes: (i) common curricula based on competencies; (ii) regulation of different supply modalities; (iii) improving school quality, student achievement, and easing the transit between systems and schools; (iv) designing an implementing a certification model. Within existing programs the Reform aims to adjust existing scholarship schemes to ensure permanence, graduation, and enrollment in higher education.
- 1.3 Following the Ministry's request, this operation will support a detailed study of incentive structures to improve school performance. It will combine quantitative methods with qualitative approaches to determine which factors underlie good results, as well as compare the cost-effectiveness of the different alternatives.
- 1.4 **Justification for Use of Resources from the Social Fund.** The proposed Project lays out an innovative design to improve school performance in Mexico. The findings will be an important input for SEP as they implement the REMS to improve school attainment; they should also provide insights to other countries adopting similar results-based strategies. This proposal is in line with the Social Fund's objectives (GN-2426-3) insofar as it will enhance upstream investment lending in Mexico, and beyond to improve the quality, equity and relevance of secondary education in Mexico and other countries in the Region. This Technical Cooperation has no current link to any loan or project in pipeline.



## **II. PROGRAM DESCRIPTION**

### **A. Program goal and purpose**

- 2.1 The objective of this operation is to design, implement, and evaluate an incentive based structure, never before explored in Mexico or elsewhere, to align the efforts of school principals, teachers, and students in order to improve student achievement, especially from low income students and schools.

### **B. Components**

- 2.2 The operation's three main components are: (i) design and implementation of the incentive structure; (ii) evaluation of the pilot through the application of a common survey instrument in a sample of schools over time and different treatment options; and (iii) dissemination of results and public policy options.

#### **1. Component 1. Design and implementation of the aligned learning incentives (US\$380,000)**

- 2.3 The first component will design and implement a structure of aligned incentives for principals, teachers, and students focusing on improving the achievement of high school students. This program is expected to be an attractive cost-effective option for high schools as it will create synergies within the school towards the improved achievement objective. The incentive structure will be piloted only for mathematics in order to maintain simplicity of the evaluation structure and thus external validity of the results into other school subjects. Results and public policy options will be tailored to other topics.

- 2.4 The proposed pilot will contain three incentive sub-components:<sup>1</sup>

#### **a) Individual-student level-rewards**

- 2.5 Rewards to individual students in each of the three grades (10, 11 and 12) who achieve well-defined targets on standardized external mathematics examinations that will be developed for this project based on grade specific curricula and calibrated to the ninth grade ENLACE test (this component will constitute on average 80% of the student's benefit).

#### **b) Class-level rewards**

- 2.6 Rewards to mathematics teachers (in all three grade levels) and all students in their classes based on the overall performance of students on the standardized external examinations developed for this project (this component will constitute

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<sup>1</sup> A detailed explanation of the incentive structure can be found in [Note on Sample and Design Features for Aligning Learning Incentives](#).

on average 20% of the student awards, and 80% of the mathematics teacher's awards).

**c) School-level rewards**

- 2.7 Rewards to principals, mathematics teachers, and other subject teachers, based on an overall measure of the improved performance of students in external mathematics examinations developed for this project (this component will constitute 100% of the awards for principals, 100% of the reward for teachers of classes other than mathematics, and 20% of the awards for mathematics teachers).
- 2.8 The Government of Mexico will finance the incentives-based payments, while the Bank will finance the technical assistance required for the design and implementation of Aligned Learning Incentives (ALI). Incentives will be delivered through the regular scholarship system as well as the current teacher salary payment system.

**2. Component 2. Evaluation (US\$810,000)**

- 2.9 This component will include all activities related to the impact evaluation of the pilot study over a three year period. Amongst the activities are the design and validation of the survey instrument, statistical and econometric analysis to guarantee an adequate sample design to observe the impact of different incentive structures, training of enumerators, primary data collection, database processing, data analysis, statistical and econometric analysis, and the production of academic and policy papers based on the pilot's findings.
- 2.10 The evaluation will be based on a randomized treatment design, with five groups: (i) student only incentives; (ii) teacher and director only incentives; (iii) student, teacher and director incentives (ALI-1); (iv) student, teacher and director incentives with incentive more tilted towards teachers and less towards students (ALI-2); and (v) no incentives (the control group). The evaluation will focus on multiple outcomes that include: dropout rates between 10<sup>th</sup> and 11<sup>th</sup>, and 11<sup>th</sup> and 12<sup>th</sup> grades; grade progression rates; high school graduation rates; university attendance rates; and test score performance, measured either as a continuous variable and/or in terms of the four categories described above. Grade progression rates, the high school graduation rate and the rate of planned university attendance will be observed for all children. However, the test score outcome will only be observed for children who take the test. Because the tests will be administered in school, the test score outcome will not be observed for children after they drop out of school.
- 2.11 The IADB will finance all technical assistance, analysis and academic papers; the Mexican Government will finance data collection and database processing.

### 3. Component 3. Dissemination (US\$110,000)

- 2.12 This component will support a series of activities to disseminate the results of components 1 and 2. The ALI incentive program and its comparison with student-only and teacher-only incentive schemes that have been tested before in other regions are likely to be of widespread interest. Therefore the project will have regular dissemination meetings both in Mexico, IADB in Washington, and other countries. The initial meetings and reports will focus on program design. Subsequent meetings and interim reports will discuss progress and issues in program implementation and preliminary results in terms of the outcome measures. In the final year of the project, there will be larger dissemination meetings to discuss the overall results of the analysis of three years of Program operation, as well as a final report on the overall project evaluation.

## III. COST AND FINANCING

### A. Summary cost table

**Table III-1**  
**Cost table US\$**

<b>Description</b>	<b>IDB</b>	<b>SEP</b>	<b>Total</b>
<b>Component 1.</b> Design and implementation	380,000	-	<b>380,000</b>
<b>Component 2.</b> Impact evaluation	810,000	11,990,000	<b>12,800,000</b>
<b>Component 3.</b> Dissemination	110,000	160,000	<b>270,000</b>
Contingencies	50,000	-	<b>50,000</b>
<b>Total</b>	<b>1,350,000</b>	<b>12,150,000</b>	<b>13,500,000</b>

### B. Description and composition of financing

- 3.1 Of the total amount, US\$1,350,000 will be charged against the resources of the Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (ORC-SOF); and US\$12,150,000 will be local contribution in kind. The local contribution stems from current scholarship and teacher incentives schemes that will be redistributed, as well as from in kind school infrastructure and administrative support. This local contribution will finance the incentive payments and pilot operation throughout the three years that the pilot will be implemented.

### C. Sustainability

- 3.2 All data will be collected using the same identification codes as those used by the Ministry of Education, thus ensuring that the data generated by this study are incorporated into and aligned with existing databases maintained by SEP. In addition, the results of this study will be widely disseminated, both within Mexico and internationally. The Government of Mexico will continue and expand the program based on the expected positive results of the evaluation. The

sustainability of expansion comes from the scheme being budget neutral with current scholarship and teacher incentives in place.

#### IV. EXECUTING AGENCY AND MECHANISM

##### A. Executing agency

- 4.1 This operation was requested by the Mexican Government in a memorandum dated July 7<sup>th</sup>, 2008. As per the government's request, the operation will be executed by the Education Division (SCL/EDU), in close collaboration with SEP. This mode of execution is justified for this operation, consisting in the evaluation of the pilot Program, considering the need in having a prompt response in hiring and monitoring the work of the consultants to ensure timeliness of the results to inform the REMS, and the significant delays that may otherwise be encountered due to the budgetary implications in its execution by the SEP. The Bank will be responsible for the administration of resources from the ORC-SOF, including the contracting of specialized consulting services in accordance with IDB Policies for the Contracting of Consultant Services (GN- 2350-7); the coordination of activities; and reports to the Bank. SEP will be responsible for all aspects of project management and all administrative aspects of local resources.

##### B. Executing mechanism

- 4.2 **Technical oversight.** A program coordinator will be hired to provide technical oversight and aid with the quality control of all activities associated with this operation. This consultant will provide assistance to the Bank and to SEP, and serve as the interface between the two in all matters that relate to this study.
- 4.3 **Coordination.** In addition, SEP will provide in-kind support to this operation. This support will include the technical review of all inputs associated with the study (e.g., instruments, interpretation of data, content of reports), as well as administrative and logistical support for the application of the instruments.
- 4.4 **Development and application of instruments, data collection and analysis.** Specialized consultants will be hired to: (i) design the experiment; (ii) interface with high level officials, both at the national and state level on all matters pertaining the project; (iii) review existing administrative data; (iv) design the impact evaluation, including all its components such as sample design; (v) oversee all matters related to data collection such as survey design and validation, training of enumerators and link with data collection agency; (vi) data analysis; (vii) statistical and econometrical analysis; (viii) prepare evaluation reports, and academic papers; and (ix) hold dissemination meetings, national seminars, two international seminars, and participate in the publication of results.
- 4.5 A local agency will be hired for data collection, instrument application, data cleaning and processing. SEP will oversee and finance this part of the project. This local agency will have a well-established track-record in primary data collection.

**C. Program implementation readiness**

- 4.6 The program coordinator will be hired using funds from this operation to ensure that all necessary inputs are in place by the time this operation is approved. This consultant will work with the Bank, SEP, and the specialized consultants on issues related to instrumentation, sampling, existing data analysis, and data collection.
- 4.7 SEP has undertaken preliminary analysis of administrative data used as input for the design of the project and sampling of the impact evaluation.

**D. Execution period and disbursement schedule**

- 4.8 This operation will be executed in 33 months and disbursed in 36 months.

**E. Procurement**

- 4.9 The procurement of goods and consulting services will be carried out in accordance with the Policies for the Procurement of Goods and Works Financed by the Inter-American Development Bank (GN-2349-7) and the Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank (GN-2350-7).

**V. MONITORING AND EVALUATION**

**A. Monitoring, and technical and basic responsibility**

- 5.1 SCL/EDU will have the technical and operational responsibility for this operation, as well as responsibility for monitoring its progress.
- 5.2 The Logical Framework of the operation describes the products and means of verification that will be used to monitor the operation.

**B. Progress and final reports**

- 5.3 The national agency hired to undertake data collection will submit bi-annual progress reports and a final report. In addition, the agency will submit for review and approval all instruments and preliminary data analysis. Specialized consultants will provide reports on the design of the experiment, impact evaluation design, preliminary data analysis, as well as yearly evaluation reports.

## **VI. PROGRAM BENEFITS AND RISKS**

### **A. Program benefits and developmental impact**

- 6.1 Following the Ministry's request, this operation will support a detailed study of incentives by combining quantitative methods with qualitative approaches to determine which factors improve school performance, as well as compare the cost-effectiveness of the different alternatives. In this way, the study will serve as an important input to the ongoing policy dialogue with Mexico and will be instrumental for the country's implementation of the REMS that was recently launched by the Mexican government.

### **B. Target beneficiaries**

- 6.2 The primary beneficiaries of this project are high school level students, teachers and principals from poor backgrounds and disadvantaged schools within the Mexican education system. Designing, implementing, and evaluating an incentive based structure, never before explored in Mexico or elsewhere, will help align the efforts of the school system to improve teacher quality and student achievement.

### **C. Risks**

- 6.3 The primary risk associated with this study will be to accurately link the project outcome with the incentives provided. Due to the multi-dimensional nature of education, clearly demonstrating the level of impact from the various rewards while incorporating external factors into the equation will be a challenge, to be overcome by a very rigorous impact evaluation of the pilot. In other words, changes in external factors such as socio-economic background of students, class-sizes, teaching resources, all of which affect the outcome of student performance, could potentially hamper an effective analysis of the results generated by the award incentives.

## **VII. ENVIRONMENTAL AND SOCIAL REVIEW**

### **A. Date of ESR review**

- 7.1 The project was reviewed by ESR Committee on June 12, 2009. No negative environmental or social effects were identified and the Technical Cooperation has been classified as a "C" according to the Safeguard Classification Tool. No environmental impact is foreseen as the initiative is limited to analytical work. No Bank resources will be used to finance investments in infrastructure of equipment.

## ALIGNING LEARNING INCENTIVES

**ME-T1114**

### CERTIFICATION

I hereby certify that this operation was approved for financing with resources from the Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (SOF) through a communication dated March 30, 2009 and signed by Goro Mutsuura (VPC/GCM). Also, I certify that resources from the Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (SOF) are available for up to US\$1,350,000 in order to finance the activities described and budgeted in this Plan of Operations. This certification reserves resources for the referenced project for a period of nine (9) 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.

*(Original signed)*

6/30/09

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Marguerite S. Berger  
Chief

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Date

Grants and Cofinancing Management Unit  
VPC/GCM

## ALIGNING LEARNING INCENTIVES (ME-T1114)

### RESULTS FRAMEWORK MATRIX OF INDICATORS

Narrative summary	Indicators	Means of verification	Assumptions
<b>Goal statement</b>			
The objective of this operation is to design, implement, and evaluate an incentive based structure, never before explored in Mexico or elsewhere, to align the efforts of school principals, teachers, and students in order to improve student achievement.	<ol style="list-style-type: none"> <li>Design.</li> <li>Implementation.</li> <li>Evaluation.</li> <li>Dissemination of the learning incentives program, contributing to improved alignment of students, teachers and school principals incentives for student achievement.</li> </ol>	<ol style="list-style-type: none"> <li>Bi-annual progress reports.</li> <li>Final report along with review and approval of all instruments and data.</li> </ol>	The goals of Aligned Learning Incentives have been achieved.
<b>Purpose</b>			
This study will be an important input to the ongoing policy dialogue with Mexico, and will be instrumental for the country's implementation of the <i>Reforma de Educacion Media Superior</i> (REMS) recently launched by the Mexican government, as it will provide information of cost-effective ways to increase school performance. This paper should also provide insights to other countries adopting similar results-based strategies.	Evidence of cost-effective strategies for improving student learning, applicable for ongoing and future educational projects in Mexico and other countries in the Region.	<ol style="list-style-type: none"> <li>Detailed study of incentives by combining quantitative methods with qualitative approaches to determine which factors improve school performance.</li> <li>Cost-effectiveness comparison of the different alternatives.</li> </ol>	Findings from the project will serve as guidance for future performance-pay incentives in Mexico and elsewhere.
<b>Components</b>			
<b>1. Design and implementation of the aligned learning incentives.</b>	<ol style="list-style-type: none"> <li>Design.</li> <li>Implementation of a structure of aligned incentives for principals, teachers, and students focusing on improving the achievement of high school students. Deliver an attractive cost-effective option for high schools as it will create</li> </ol>	<ol style="list-style-type: none"> <li>Designed incentives program with clear structure.</li> <li>Successful implementation of the program in 40 treated schools (randomly selected by the sample design from a</li> </ol>	Evaluation sample is not contaminated: there is collaboration from the stakeholders of the selected schools to participate and implementation of the experiment.



	synergies within the school towards the improved achievement objective.	universe of poorly-performing Federal schools). 3. Initial and subsequent meetings and reports focused on the program design of the experiment.	
<b>2. Evaluation.</b>	Impact evaluation of the pilot study is completed over a three-year period.	1. Sample selection. 2. Instrument design and validation. 3. Data collection, and processing. 4. Statistical and econometric analysis of the data to identify the impact of the different incentive structures. 5. Yearly evaluation reports (preliminary evaluation results). 6. Final evaluation report.	There is collaboration and active involvement from the stakeholders of the selected schools to participate in the experiment and evaluation.
<b>3. Dissemination.</b>	1. Yearly meetings and seminars to disseminate the results of Components 1 and 2. 2. Written dissemination of the design and results of the pilot comparing with student-only and teacher-only incentive schemes. 3. Final dissemination meetings to discuss the overall results.	1. Dissemination meetings both in Mexico and at the IDB in Washington have taken place. 2. Interim reports. 3. Final report.	Key stakeholders from the school system and the Mexican government participate in dissemination meetings.

**ALIGNING LEARNING INCENTIVES  
(ME-T1114)**

**DETAILED BUDGET**

<b>Description</b>	<b>IDB</b>	<b>SEP</b>	<b>Total</b>
<b>Component 1. Design and implementation</b>	<b><u>380,000</u></b>	<b>-</b>	<b><u>380,000</u></b>
Experiment design	200,000	-	200,000
Existing administrative data analysis	90,000	-	90,000
Full-time coordinator and assistant	90,000	-	90,000
<b>Component 2. Evaluation</b>	<b><u>810,000</u></b>	<b><u>11,990,000</u></b>	<b><u>12,800,000</u></b>
Impact evaluation design	90,000	-	90,000
Sample design	60,000	-	60,000
Survey design and validation	100,000	-	100,000
Training of enumerators	60,000	-	60,000
Instrument application, data cleaning and processing	-	11,990,000	11,990,000
Data analysis	160,000	-	160,000
Statistical and econometric analysis	150,000	-	150,000
Evaluation reports	190,000	-	190,000
<b>Component 3. Dissemination</b>	<b><u>110,000</u></b>	<b><u>160,000</u></b>	<b><u>270,000</u></b>
Dissemination meetings	30,000	50,000	80,000
National seminars	20,000	50,000	70,000
International seminar	40,000	30,000	70,000
Publication of results	20,000	30,000	50,000
Contingencies	<b><u>50,000</u></b>	<b>-</b>	<b><u>50,000</u></b>
<b>Total</b>	<b><u>1,350,000</u></b>	<b><u>12,150,000</u></b>	<b><u>13,500,000</u></b>

## PROJECT PROCUREMENT PLAN

### Model A - for specific projects

#### **General information**

**Country:** Mexico

**Borrower:**

**Executing agency:** Inter-American Development Bank through SCL/EDU

**Project name:** Aligning Learning Incentives

**Project and loan contract numbers:** ME-T1114

**Brief description of the project's objectives and components:**

The objective of this operation is to design, implement, and evaluate an incentive based structure, never before explored in Mexico or elsewhere, to align the efforts of school principals, teachers, and students from disadvantaged schools in order to improve student achievement.

**Estimated date of approval:** June 30<sup>th</sup>, 2009

**Estimated date of the final disbursement:** July 30<sup>th</sup> 2012

#### **A. Introduction**

Procurements for the proposed project will be carried out in accordance with the *Policies for the Procurement of Works and Goods Financed by the Inter-American Development Bank* (GN-2349-7), of January 2005; and the *Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank* (GN-2350-7), of January 2005, and with the provisions established in the loan contract and this procurement plan.

#### **B. Procurement plan**

The procurement plan for *Aligning Learning Incentives* covering 33 months of project execution. The plan, which is summarized in Appendix 1, indicates the procedure to be used for the procurement of goods, the contracting of works or services, and the method of selecting consultants, for each contract or group of contracts. It also indicates cases requiring prequalification; the estimated cost of each contract or group of contracts; the requirement for prior or post review by the Bank; and estimated dates for the publication of specific procurement notices and completion of the contracts included in this project. The procurement plan will be updated annually or whenever necessary or as required by the Bank. The detailed procurement plan is available at:

*Inter-American Development Bank*

*1300 New York Ave. N.W.*

*Washington, D.C. 20577*

The procurement plan is available on the executing agency's website [www.iadb.org](http://www.iadb.org). The following documents can also be found on the Bank's website: [Project Procurement Information](#)

## **C. Project procurement**

The following is a general description of the procurement planned for the proposed project.

**Works procurement:** N/A

**Goods procurement:** N/A

**Procurement of consulting services:** Consulting services for the project include:

*Experiment design*

*Existing administrative data analysis*

*Coordinator and technical supervision*

*Impact evaluation design*

*Sample design*

*Instrument design and validation*

*Incentive algorithm for calculation of incentive payments*

*Training and fieldwork supervision*

*Meetings with counterparts to review progress and plan ongoing operations*

*Meeting with data collection team to discuss fieldwork*

*Data managing*

*Descriptive and inferential analysis*

*Background paper*

*Results reporting*

*Results papers*

*Dissemination (written and presentation in seminars and workshops)*

The consulting firms to be hired for the project will be selected using the standard request for proposals (RFP) issued by the Bank, or an RFP satisfactory to the Bank in cases where the standard RFP is not applicable. Individual consultants will be selected bearing in mind the provisions established in chapter V of the policy in document GN-2350-7.

Short lists of consultants for consulting services estimated to cost less than US\$ [N/A] equivalent per contract, may consist entirely of national firms.

**Operating expenses:** N/A

**Others:** N/A

**Advance contracting and retroactive financing:** N/A

**D. Bank review of procurement decisions**

The following contracts will be subject to prior review by the Bank in accordance with Appendix 1 of the policies for the procurement of works and goods and the selection of consultants, respectively:

(a) N/A

The remaining contracts will be subject to ex-post review by the Bank, in accordance with the aforementioned Appendix 1 of the policies.

**E. Domestic preference:** N/A

## **Appendix 1**

### **Procurement plan<sup>1</sup>**

**Country:** Mexico

**Executing agency:** Inter-American Development Bank through SCL/EDU

**Project:** Aligning Learning Incentives

**Project and loan contract numbers:** ME-T1114

**Brief description of the project's objectives and components:**

The objective of this operation is to design, implement, and evaluate an incentive based structure, never before explored in Mexico or elsewhere, to align the efforts of school principals, teachers, and students from disadvantaged schools in order to improve student achievement.

**Estimated date of project approval:** June 30<sup>th</sup>, 2009

**Estimated date of the final disbursement:** July 30<sup>th</sup>, 2012

**Address of the executing agency office responsible for the procurement plan:**

Inter-American Development Bank

1300 New York Ave N.W.

Washington, D.C. 20577

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<sup>1</sup> All project contracts should be included, even if not financed by the Bank, indicating the source of funding in each case.

**Project: Aligning Learning Incentives  
ME-T1114**

**Period included in this Procurement Plan: From: June 2009 until July 2012**

Ref. No. <sup>2</sup>	Description and type of the procurement contract	Estimated Contract Cost (US\$000)	Procurement method <sup>3</sup>	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification <sup>4</sup> (Yes/No)	Estimated dates		Status <sup>5</sup> (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
1.	<b><u>Consulting Services 1:</u></b> Experiment design	200,000	IICC	N/A	100%			No	December 2009		
2.	<b><u>Consulting Services 2:</u></b> Existing administrative data analysis	90,000	IICC	N/A	100%			No	December 2009		

<sup>2</sup> If a number of similar individual contracts were to be executed in different places or at different times, these can be grouped together under a single heading, with an explanation in the comments column indicating the average individual contract amount and the period during which they would be executed. For example, an education project that includes school construction might include an item “school construction” for a total of US\$20 million, and an explanation in the comments column such as: “This encompasses some 200 contracts for school construction averaging US\$100,000 each, to be awarded individually by participating municipal governments over a three-year period between January 2006 and December 2008.”

<sup>3</sup> **Goods and Works:** ICB: International competitive bidding; LIB: limited international bidding; NCB: national competitive bidding; PC: price comparison; DC: direct contracting; FA: force account; PSA: Procurement through Specialized Agencies; PA: Procurement Agents; IA: Inspection Agents; PLFI: Procurement in Loans to Financial Intermediaries; BOO/BOT/BOOT: Build, Own, Operate/Build, Operate, Transfer/Build, Own, Operate, Transfer; PBP: Performance-Based Procurement; PLGB: Procurement under Loans Guaranteed by the Bank; PCP: Community participation procurement. **Consulting Firms:** QCBS: Quality- and Cost-Based Selection QBS: Quality-Based Selection FBS: Selection under a Fixed Budget; LCS: Least-Cost Selection; CQS: Selection based on the Consultants’ Qualifications; SSS: Single-Source Selection. **Individual Consultants:** NICQ: National Individual Consultant selection based on Qualifications; IICC: International Individual Consultant selection based on Qualifications

<sup>4</sup> In the case of new Policies it applies only for Goods and Works. In the case Old Procurement Policies it applies for Goods, Works and Consulting Services.

<sup>5</sup> This column “Status” should be used for retroactive procurement and for procurement plan updates.

Ref. No. <sup>2</sup>	Description and type of the procurement contract	Estimated Contract Cost (US\$000)	Procurement method <sup>3</sup>	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification <sup>4</sup> (Yes/No)	Estimated dates		Status <sup>5</sup> (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
3.	<b><u>Consulting Services 3:</u></b> Full-time coordinator	90,000	NICQ	N/A	100%			No	April 2012		
4.	<b><u>Consulting Services 4:</u></b> Full-time impact evaluation design	90,000	IICC	N/A	100%			No	December 2009		
5.	<b><u>Consulting Services 5:</u></b> Sample design	60,000	IICC	N/A	100%			No	December 2009		
6.	<b><u>Consulting Services 6:</u></b> Instrument design and validation	100,000	IICC	N/A	100%			No	December 2009		
7.	<b><u>Consulting Services 7:</u></b> Enumerator training	60,000	IICC	N/A	100%			No	December 2009		
8.	<b><u>Consulting Services 8:</u></b> Data analysis	160,000	IICC	N/A	100%			No	December 2011		
9.	<b><u>Consulting Services 9:</u></b> Descriptive and inferential analysis	150,000	IICC	N/A	100%			No	April 2012		



Ref. No. <sup>2</sup>	Description and type of the procurement contract	Estimated Contract Cost (US\$000)	Procurement method <sup>3</sup>	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification <sup>4</sup> (Yes/No)	Estimated dates		Status <sup>5</sup> (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
10.	<b><u>Consulting Services 10:</u></b> Evaluation reports and technical papers	190,000	IICC	N/A	100%			No	April 2012		
11.	<b><u>Consulting Services 11:</u></b> Dissemination meetings	80,000	IICC	N/A	40%	60%		No	April 2012		
12.	<b><u>Consulting Services 12:</u></b> National seminars	70,000	IICC	N/A	30%	70%		No	April 2012		
13.	<b><u>Consulting Services 13:</u></b> International seminars	70,000	IICC	N/A	60%	40%		No	April 2012		
14.	<b><u>Consulting Services 14:</u></b> Publication of results	50,000	IICC	N/A	50%	50%		No	April 2012		