

TC Annex

México

Accompaniment of Indigenous Basic Schools (ME-T1176)

Date	August 29, 2011
Relationship to Loan	N/A
Project Team	Aimee Verdisco (SCL/EDU), Project Team Leader; Claudia Uribe (EDU/CME), Co-Team Leader; Kristyna Bishop (SCL/GDI); Claudia Cox (SCL/EDU); Taos Aliouat (LEG/SGO).
Responsible Division	SCL/EDU
Executing Agency	The Bank, through EDU/CME
Unit of Disbursement Responsibility	Country Office Mexico
Objective	<p>To improve the quality of indigenous preschool education through accompaniment. Accompaniment, within education, is a participatory approach to improving quality in which those responsible for planning and practice are supported face-to-face to identify ways to improve their actions. Accompaniment is based on evidence and best practices of what works in education, but moves beyond the traditional use of experts or supervisors to simply to provide advice to working directly with planners, school administrators and staff, and practitioners to find the best way to implement such evidence and best practice within each school. In this project, accompaniment occurs at two levels: state and school. Over the last two years, education authorities from the Indigenous Education and Evaluation departments in each state received training and support in defining “quality” and for coming up with concrete strategies and instruments for measuring and improving it. Through this process, indigenous ideas, culture and context, were explicitly taken into consideration, and all participants took ownership of the results. This accompaniment will continue within the project. At a second level, the project will examine the results of the accompaniment of supervisors and technical pedagogical assistants (APTs) to design and implement a strategy for supervisors and TPAs to accompany school directors and teachers. This process is akin to “tutoring.” In this methodology, “accompaniment” uses the results of participative methods of evaluation to provide individual schools with evidence-based feedback about what they do</p>

	<p>well and not so well, along various dimensions of quality. These results emerge as supervisors, directors and teachers discuss evaluation results and collaboratively identify concrete activities to improve quality and agree on how each activity will be implemented and monitored. Previous research in Mexico has shown that such a process of accompaniment linked to evaluation improves processes and outcomes within each school by helping supervisors provide teachers and school directors with the type of support they need to address the specific learning needs of indigenous children; in this way, the quality of education is improved. In addition, these same results can be used to reorient policy, providing feedback, promoting reflection, planning and action to improve quality through the system.</p> <p>This operation is consistent with the Bank's Country Strategy for Mexico (2010-2012), particularly its focus on improving the quality of education for marginalized populations.</p>
Description	<p>This operation will: (i) accompany a sample of indigenous preschools schools in the states of Michoacan and Yucatan; (ii) train a cadre of supervisors/technical pedagogical assistants currently attached to participating schools in each state to ensure the sustainability of the effort; (iii) design and implement a system of accompaniment-based supervision intended to improve quality at the school level for replication in other states in Mexico; and (iv) evaluate and disseminate the results obtained.</p>
Activities	<p>This operation will finance the following activities:</p> <p>Component 1. Evaluating education quality in a sample of schools. Data will be collected at two points in time using a pre-post methodology applied in a randomly drawn sample of 100 schools in each state (approximately 25% of the universe of indigenous schools in both states). Consultants will be hired to carry out each of the following activities: (i) preparation of field work, including the selection of samples and sub-samples of schools, the selection of evaluators, the organization of logistical support required to reach each school, and the printing and distribution of instruments; (ii) selection and training of evaluators (20 evaluators in each state), one workshop in each state on the objectives of the project, its methods, and basic concepts of accompaniment before the first data collection (baseline), and second workshop in</p>

	<p>each state on progress of the project prior to the second data collection. For the sub-sample of schools receiving accompaniment, the evaluators will be chosen from supervisors/Technical Pedagogical Assistants (TPAs) currently attached to each school. For the sub-sample of schools not receiving accompaniment, other qualified people will be chosen who do not have direct supervisory function; (iii) collection of baseline data in 100 schools in each state. The data collection will be done by a combination of governmental personnel (supported by counterpart funds) and non-governmental evaluators hired for this purpose and financed by the project. Data will be collected via the application of a quality scale specifically adjusted to the needs of indigenous schools and their particular contexts in each state. This scale, now in its fifth version, was developed, field-tested and adapted in Mexico by an inter-sector group coordinated by coordinated by the Department of Planning, Programming and Budgets of the Secretariat of Education (SEP) with participation from the SEP, the Family Welfare organization, the Secretariat of Health, universities, non-governmental organizations, international organizations (UNICEF and UNESCO), and other organizations such as the National Census Institute and the Population Council. It measures quality as a function of: the availability and use of resources; elements of school management; the educational process (essentially, what occurs in classrooms); and the relationship of the school with parents and the community. Test data on all participating children also will be collected; (iv) collection of a second round of data in the same schools a year later through the same methodology as applied for the collection of baseline data; and (v) analysis of all data.</p>
	<p>Component 2. Improving school quality through accompaniment. This component will finance the elaboration and implementation of a system of accompaniment-based supervision designed to improve the quality of education as measured through baseline data. A quasi-experimental evaluation will be created by randomly dividing the sample of 100 schools in each state into two sub-samples. In one group, the TPAs assigned to each school will be directly involved in the collection of baseline data and their analysis, and based on this analysis, will design and implement the accompaniment methodology (this will be the “treatment” group). In this group, the TPAs, directors and teachers will collectively</p>

	<p>identify the quality improvements to be made in their respective schools; accompaniment then will consist of joint and participative processes of feedback, reflection, planning and supervision to directors and teachers. The TPAs will be given specialized training in how to analyze the school level data, convert them into reports for discussion in the schools leading to agreements about actions that can then be monitored. In the other sub-sample of schools (the “control” group), evaluators will not have direct supervisory responsibilities in the participating schools. This pool of evaluators will be drawn from the supervisors in other districts or individuals from the evaluation department or graduate students. All will receive training in the application of the quality scale and data collection, with specific attention being given to issues such as inter-observer reliability. Supervision in this group will follow the existing norms (e.g., no participation of directors and school staff). A qualitative evaluation of the accompaniment process will be done to document the processes implemented in each school and identify any variation in them, assess the extent to which school staff and TPAs deem the methodology to be valuable and a tool for improving quality, and to recommend any needed adjustments in the model.</p> <p>Component 3. Using evaluation results to change policy and programming. Results from Components 1 and 2 will be used as inputs to discussions with policy-makers and programmers, suggesting how accompaniment can lead to improvements in quality in indigenous schools. Technical assistance will be provided to organize a seminar with the education authorities from both states participating in this operation in which the project’s lead consultants disseminate results and the lessons learned, and seek feedback from the authorities in attendance. The new set of quality indicators created through the application of the scales will also be presented and simulated as an example of how they can form the basis of each state’s reporting system, particularly for indigenous education. In addition, resources will be provided for the preparation of a journal article by the project’s lead consultants describing for a more academic audience the experience and its results.</p>
Expected outputs	<p>1. Component 1. Training manual for evaluators, and a report presenting baseline data.</p>

	<p>2. Component 2. Report detailing the results of the intervention, analyzing all data, and making clear policy recommendations. This report will describe and analyze the improvements in quality obtained at a school level as a result of applying and testing a system of accompaniment, and include a qualitative evaluation of the processes and perceptions associated with the implementation of this project and its results. It will also make concrete policy recommendations for the replication of this project in other states in Mexico.</p> <p>3. Component 3. A set of culturally-attuned indicators and scales for measuring education quality for use in indigenous schools, detailed manuals for creating and implementing a system of accompaniment in indigenous schools, and a system for monitoring and evaluating the implementation of accompaniment in indigenous schools.</p>	
Expected Outcome	<p>Improvement in the quality of preschool education provided in indigenous schools and, through better education, a reduction in poverty. Indigenous schools tend to provide sub-optimal education, as the EXCALE data above illustrate. Accompaniment linked to evaluation has been shown to improve processes and outcomes within each school by helping supervisors provide teachers and school directors with the type of support they need to address the specific learning needs of indigenous children. In this way, the quality of education is improved. In addition, indigenous children are more likely to drop out of school before they enter secondary education, broadly considered a requisite for secure employment over the life cycle as it provides a set of basic skills needed for adapting to changing circumstances of the labor market and for escaping poverty. Thus, to the extent that this project can improve the quality of preschool education, its beneficiaries will have a greater probability of reaching secondary education, obtaining secure employment, and escaping poverty.</p>	
Timeline	Execution: 24 months	Disbursement: 36 months
Estimated Administrative Budget of execution by year of the execution	<p>No JPO resources will be used to finance government employees or Bank staff. The administrative budget estimated for this project is 0.14 FTE of EDU staff. Per the Japan Fund Operating Guidelines, 15% of project resources (US\$15,000) will be used for the Bank's technical supervision and monitoring of the operation including travel and per diem costs incurred by Bank staff</p>	

	involved in supervision.
Budget	US\$350.000, of which the Japan Special Fund Poverty Reduction Program (JPO) will finance US\$300,000 and US\$50,000 will be provided in-kind from the counterpart. See Detailed Budget .
Procurement Plan	<p>See Procurement Plan.</p> <p>In accordance with the provision set forth in paragraph 3.10(a) of Document GN-2350-7, <i>Hacia Una Cultura Democratica</i>, A.C. (ACUDE), a Mexican non-governmental organization founded in 2001 in Mexico City, will be contracted without using a competitive process to carry out the activities listed above. ACUDE has unique experience in this regard. Since its inception one of the central lines of work has been the evaluation of school quality, especially at the preschool level. Over the past 10 years, it has been in charge of various evaluation and research projects dealing with the quality of preschool education in Mexico, including a three-year evaluation of the preschool component of the Schools of Quality Program. Working with an inter-institutional and interdisciplinary group, ACUDE helped to develop a scale for evaluating preschool quality, now in its fifth version, which it helped to field-tested, and adjust. Based on this work, ACUDE has worked directly with Departments of Indigenous Education in the States of Yucatán and Michoacán to develop their own, more culturally appropriate, methodology and instruments for evaluating educational quality. During 2010, workshops were held to assist Departments of Indigenous Education in Michoacán and Yucatán to determine their respective definitions of educational quality that incorporated dimensions of cultural conditions and world views. Indicators then were specified to provide information about the conditions and practices one should be able to observe in preschool or primary school centers and classrooms to be able to say a school is of quality, consistent with the definition developed. From these discussions, instruments and a methodology for evaluating educational quality were developed in each state. Further, the instruments and methodology were pilot-tested leading to suggestions for adjustments. This process of adjustment, in workshops and with some further field testing will continue during the first six months of 2011, a process supported by the Secretary of Education in each of the states. These instruments will be applied in Component 1 of this</p>

	operation and their results used to provide accompaniment in Component 2.
Conditions for disbursements	Based on the tool provided by the Bank's New Supervisory Framework (NSF), established in the "Financial Management Operational Guidelines for the IDB Financed Projects" and in the "Financial Management Policy and Operational Guidelines" (OP-273-2 and OP-274-2), the disbursements corresponding to Bank's contribution will be made via periodic payments according to the satisfactory submission of products established in the terms of reference.
Revolving Fund	N/A
Evaluation	The specific indicators that will be monitored by this operation are those included in the quality scales described above, and the test scores of children participating in the project. These data will be collected and analyzed at two points in time: baseline (start of project) and after one year of project implementation.
Reports	An intermediary and final report, detailing all activities and results of this operation, will be presented. Six months after the project ends, the project team will prepare a Project Completion Report and send it to the JPO coordinator.
Audits	No audits will be carried out as Bank will execute the program directly.
Terms of Reference	See Terms of Reference
Revisión ambiental	See Safeguard Screening Form and Policy Filter Report

ACCOMPANIMENT OF INDIGENOUS BASIC SCHOOLS

ME-T1176

CERTIFICATION

I hereby certify that this operation was approved for financing under the Japan Special Fund Poverty Reduction Program (JPO) through a communication dated on July 5, 2011 and signed by Mr. Yasushi Kinoshita Director-General of the International Bureau, Ministry of Finance of Japan. Also, I certify that resources from the Japan Special Fund Poverty Reduction Program (JPO) are available for up to US\$300,000 in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of eight (8) 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 operation. 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.

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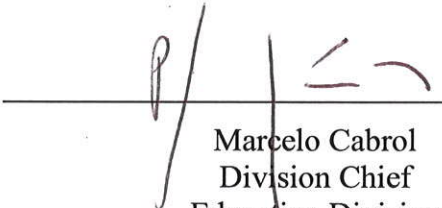


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Chief

Grants and Cofinancing Management Unit
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11/18/2011
Date

APPROVAL



Marcelo Cabrol
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Education Division
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11/22/2011
Date