

MEXICO

**COMMUNITY EDUCATION PROGRAM - PHASE II:
SOCIAL EQUITY BUILDERS**

(ME-L1033)

LOAN PROPOSAL

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LINKS
REQUIRED: <ol style="list-style-type: none">1. AWP (Activity plan for the first disbursement and first 18 months of execution) http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=21956212. Monitoring and Evaluation Strategy http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=21969653. Complete Procurement Plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=21969724. Environmental and Social Management Report (ESMR) http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=21983805. Safeguard Policy Filter and Safeguard Screening Form http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=2254866 OPTIONAL: <ol style="list-style-type: none">1. Fulfillment of Phase I Triggers http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=19564542. Technical Files http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=2195767

ABBREVIATIONS

APEC	Asociación Promotora de Educación Comunitaria [Association for the Promotion of Community Education]
CEE	Centro de Estudios Educativos [Education Studies Center]
CENEVAL	Centro Nacional de Evaluación para la Educación Superior [National Center for Higher Education Assessment]
CONAFE	Consejo Nacional de Fomento Educativo [National Council for Education Development]
DAF	Dirección de Administración y Finanzas [Office of Administration and Finance]
DICONSA	Distribuidora Consasupo S.A. [State-owned food and basic product distribution company]
IEGE	Instituto de Evaluación a Gran Escala [Institute for Large Scale Evaluation]
INEE	Instituto Nacional para la Evaluación Educativa [National Institute for Education Evaluation]
NAFIN	Nacional Financiera, S.N.C.
PIEC	Programa Integral de Educación Comunitaria [Comprehensive Community Education Program]
SEP	Department of Public Education
SINCO	Sistema de Información del CONAFE [CONAFE information system]

PROJECT SUMMARY

MEXICO

COMMUNITY EDUCATION PROGRAM - PHASE II: SOCIAL EQUITY BUILDERS (ME-L1033)

Financial Terms and Conditions				
Borrower: United Mexican States			Amortization period:	25 years
Executing agency: Consejo Nacional de Fomento Educativo [National Council for Education Development] (CONAFE)			Grace period:	4.5 years
			Disbursement period:	4.5 years
Source	Amount (US\$ millions)	%	Interest rate:	LIBOR
IDB (Ordinary Capital)	100.0	60	Inspection and supervision fee:	*
Local	66.7	40	Credit fee:	*
Total	166.7	100	Currency:	U.S. dollars from the Single Currency Facility
Project at a glance				
<p>Project objective: The general objective of the program is to improve the results of community education by upgrading the profile, training, and retention rates of CONAFE educators. The specific objectives are: (i) to enhance processes for recruitment, education, and professional development of basic education teachers; (ii) to improve service participation and retention incentives; (iii) to improve personal safety during provision of the service; and (iv) to provide for the institutional strengthening of CONAFE by improving its information, planning, and monitoring systems.</p> <p>Special contractual clauses: Conditions precedent to the first disbursement: (i) the mandate contract between the borrower, executing agency, and Nacional Financiera S.N.C. (NAFIN) is signed and in force (see paragraph 3.1); and (ii) the program's Operations Manual is in force (see paragraph 3.2). During execution: (i) eligible expenditures are recognized and reimbursed retroactively (see paragraph 3.6); (ii) annual work plans are submitted (see monitoring and evaluation); (iii) baseline is updated (see paragraph 3.9); and (iv) the program's annual, midterm, and final evaluations are performed (see paragraph 3.9).</p> <p>Exceptions to Bank policies: For the reasons described in paragraph 3.7, a waiver of the current exchange rate policy (document GN-2415) is requested in order to apply the exchange rate in effect on the last working day of the month prior to the month in which the expenditure is made, for converting expenditures made in local currency into U.S. dollars.</p> <p>Project consistent with country strategy: Yes [X] No []</p> <p>Project qualifies as: SEQ [X] PTI [X] Sector [] Geographic [] Headcount []</p>				

* The credit fee and inspection and supervision fee will be established periodically by the Board of Executive Directors as part of its review of the Bank's lending charges, in accordance with the applicable provisions of the Bank's policy on lending rate methodology for Ordinary Capital loans. In no case will the credit fee exceed 0.75% or the inspection and supervision fee exceed, in a given six-month period, the amount that would result from applying 1% to the loan amount divided by the number of six-month periods included in the original disbursement period.

I. DESCRIPTION AND RESULTS MONITORING

A. Overall rationale and objectives

- 1.1 This operation is the second phase of a multiphase program in support of the efforts of the Consejo Nacional de Fomento Educativo [National Council for Education Development] (CONAFE) to improve the quality, coverage, and effectiveness of education services for communities with fewer than 500 inhabitants where, owing to their marginalization, no regular education services are available. In its first phase,¹ completed in 2007, the Comprehensive Community Education Program (PIEC) fulfilled and, in some cases, exceeded the proposed targets, as well as the [triggers](#) established for a second phase. Notable achievements include expanded coverage of preschool and secondary community education programs,² the development and introduction of new community education modalities for the preschool (0-3 years) and secondary levels, establishment of community education centers providing literacy and compensatory education programs, better student pass rates and retention rates, and reduced attrition rates among community instructors. Progress was also made in strengthening the administrative systems of CONAFE's central office, and the foundations were laid for the development of CONAFE's information system (SINCO), the installation and spread of which will be supported under this phase of the program.³ Also established as a Phase I target was a 7% improvement in the scores of community course students on national examinations. However, according to figures of the Instituto Nacional para la Evaluación Educativa [National Institute for Education Evaluation] (INEE), no improvement was observed in community course student performance during the 2001-2005 period, in contrast with the country's other educational modalities, where progress was apparent. This situation calls for identification by CONAFE of new quality improvement strategies to provide a rationale for this new phase of the program.
- 1.2 A central objective of this new phase is to enhance student learning, targeting efforts towards improving the profile, training, and retention rates of community instructors and other CONAFE educators. Although thus far no thoroughgoing research has been conducted for CONAFE in this area, educational research in Mexico and worldwide provides ample evidence of the decisive role quality of instruction plays in student learning.⁴ This implies that the poor quality of community instructor profiles and attrition are factors impacting educational quality that prevent CONAFE from bringing student skill levels up to par. This program phase will also provide CONAFE with substantial support for the development of instructor risk prevention and mitigation strategies given the unsafe and

¹ Comprehensive Community Education Program – Phase I (loan 1456/OC-ME).

² From 2003 to 2007, the number of students served by CONAFE rose from 280,000 to 325,000, in 40,000 localities.

³ [Evaluation of PIEC Phase I.](#)

⁴ See [Treviño, E. and Treviño, G.](#) (2004); [López-Acevedo, G.](#) (2004); and [Blanco, E.](#) (2008).

impoverished environments where instructors work and their own vulnerability, since, for the most part, they are young women.

- 1.3 The Government of Mexico, under the second objective of the 2007-2012 Sector Education Program,⁵ is placing emphasis on expanding educational opportunities to reduce social inequality, bridge divides, and promote equity. For its part, thematic area 3 of CONAFE's current strategic plan, "Educational Equity: Initial and Basic Education Program for Rural and Indigenous Populations," identifies a commitment to develop a system to train teachers to provide early and basic education for rural and indigenous populations that ensures the necessary monitoring of and adjustments to recruitment, initial training, educational social service hiring, performance and retention incentives, teaching practice support and coaching, and necessary teaching strategies and materials, as well as process and output evaluation mechanisms. As a central thematic area of its social policy, the Mexican government has implemented a system to coordinate actions of different federal programs that promote economic and social development in order to transform the conditions of neglect in the 125 municipios with the lowest Human Development Index (HDI). Under this comprehensive system, "Strategy 100x100," CONAFE has been assigned central responsibility for eliminating low educational achievement and helping provide universal basic education. The Bank, in the 2010-2012 country strategy now in preparation, is in agreement with the Mexican government regarding the need for the country to reduce social inequities and intergenerational poverty transmission through quality education that promotes human capital accumulation, especially in lower income households.

B. Background, problems to be addressed, and rationale

- 1.4 **CONAFE** is a decentralized public-interest agency created in September 1971 to, among other functions, address low educational achievement, especially in rural and indigenous populations in some areas of the country. Support was provided for its institution-building efforts with rural populations through the design of the "Community Course System" program, whose purpose was to bring primary education to children of small, remote communities, under CONAFE supervision. Today, the Council's tasks include the development of appropriate strategies to bring education to rural and indigenous communities of fewer than 500 inhabitants. In highly marginalized areas where there are no schools, CONAFE sponsors community instructors, who provide preschool, primary, and secondary education programs, as well as initial education on child-rearing for parents of children under four years of age. CONAFE currently serves 350,000 children, with support from 35,058 community instructors.
- 1.5 **Community education** is provided based on official Department of Public Education (SEP) programs, although with its own multi-grade method and supplementary materials in Spanish and indigenous languages. Community courses are taught at the preschool, primary (divided into three levels), and secondary levels and all have official validity. CONAFE introduces services in communities upon

⁵ Available at www.sep.gob.mx.

their request to the state CONAFE office and signature of an education service support commitment agreement. To that end, the community forms an Asociación Promotora de Educación Comunitaria [Association for the Promotion of Community Education] (APEC), which is responsible for providing a classroom as well as food and lodging for a community instructor, and for supervising the service provided. For its part, CONAFE is responsible for sending the instructor and providing the furniture and teaching materials required.

- 1.6 Community education is imparted by young instructors (whose average age is 20) who have completed secondary school at least and who, following short intensive initial training, go live in the assigned community. During service, these young people receive continuing training through monthly meetings led by tutor/trainers and educational assistants, young former instructors who have chosen to continue to work with CONAFE. Community instructors receive a small allowance⁶ during their service, and for every two years they work, accumulate the right to a scholarship of up to 60 months to complete their upper secondary and higher education.
- 1.7 **Achievements and challenges of community education.** In its 38 years of operation, CONAFE has created in Mexico an educational option with a perspective of equity for thousands of children and young people who otherwise would be unable to attend school. The scholarships received by former community instructors for their social service have also enabled thousands of young people to continue their education at upper secondary level or above.
- 1.8 **Educational achievement.** CONAFE's important successes since its creation in expanding basic education coverage in indigenous and marginalized communities have been tarnished by its students' poor results on the [ENLACE examinations](#) (2006-2008). These results show that CONAFE students performed only slightly better than indigenous education students, but 39 points below indigenous education students on mathematics exams. For Spanish language arts, some 5 in 10 community course students earn "insufficient" marks,⁷ indicating poor acquisition of comprehension and language usage skills. In the case of mathematics and natural science curricula, some 6 in 10 students earn "insufficient" marks.
- 1.9 **The educational profile of community instructors** is poor, although there is evidence of slight improvement in recent years, with the difference that instead of a majority of instructors having completed secondary school at the most, now just over half have completed the *bachillerato* (upper secondary school diploma) level.⁸

⁶ Early, preschool, and primary program instructors receive a monthly allowance of 1,385 pesos; secondary school instructors receive 1,734 pesos, and tutor/trainers, 1,635 pesos (2009-2010 Operating Regulations).

⁷ Students earning "insufficient" marks answer less than 50% of the relatively easy questions and students earning "excellent" marks answer at least 50% of the difficult questions.

⁸ For the 2009-2010 academic year, a total of 26,549 applicants for community instructor positions were recruited, broken down as follows: 54.2% with *bachillerato*, 44.7% with secondary education, and 1.0% with an undergraduate degree.

The trend is not the same in all states in the country,⁹ or for all educational levels. Instructors' levels of schooling are higher if the instructor provides service at a higher educational level. Therefore, in the current academic year (2009-2010), 43.7% of community instructors providing preschool instruction have completed *bachillerato*, 63.6% providing primary instruction have completed *bachillerato*, and 87.0% of those providing secondary instruction have that level of schooling. Although no system is in place to evaluate educational attainment that would reflect instructors' academic skills, all authorities involved in their training and supervision agree that this area poses major challenges. The gender breakdown of instructors has not varied in recent academic years (70% women and 30% men). The average age is 20, although the number of minors is still significant.¹⁰

- 1.10 **Instructor attrition and retention.**¹¹ Although scholarships are an attractive recruitment incentive, the difficult service and safety conditions and the poor standard of food and accommodation in communities have led to very high instructor [attrition](#) rates in the first year of service (approximately 31%). This poses a serious problem for education services provided in the communities served by CONAFE, both in terms of educational continuity for students and of CONAFE's prospects of having a trained instructor corps. As regards retention, in recent academic years, there has been a slight increase in the number of young people retained as community instructors for two or more years, especially in some states, such as the state of Mexico,¹² although the percentage of instructors providing service for a year or less has remained at 70%. Different studies for Mexico ([López-Acevedo](#), 2002; [FLACSO](#), 2007; [Blanco](#), 2008, and [Backoff, et al.](#), 2008) emphasize how important it is for instructors to feel settled and to continue with their groups as a factor with impact on learning.
- 1.11 **The teacher training model** for CONAFE instructors is based on the “dialogue and discovery” model and begins with an intensive six-week initial training program, supported by monthly tutorials given by former community instructors known as tutor/trainers. The latter in turn receive support from educational assistants, who provide them with guidance on teaching and content-related matters. [Studies](#) conducted suggest that: (i) the initial training program should be simplified in terms of subjects and high priority should be attached to ensuring dominance of basic content and teaching skills to ensure their successful application

⁹ Chiapas, Chihuahua, Guerrero, Hidalgo, Puebla, and San Luis Potosí show trends similar to the national trend. The trend is the reverse in Veracruz, Oaxaca, and Michoacán, where a large number of instructors have completed secondary education ([see study](#)).

¹⁰ Of instructors surveyed during application of the Excale06 test, 12.2% were minors ([see study](#)).

¹¹ Attrition is defined as abandonment of service during the academic year, and retention as instructors remaining for more than one academic year. Attrition figures are approximate based on the CONAFE information systems, which do not record attrition during the December vacation, which leads to underestimation of the problem.

¹² This is due to the fact that these locations have better living conditions both because they are near urban areas, and owing to strategies implemented by the local offices, such as recruitment of youth from the region and agreements with universities enabling instructors to continue their studies part time (the case of the state of Mexico).

in classrooms; (ii) the ongoing training provides continuity for the training process, but it must be tied in with the initial training process so that a career path can be defined, ensuring the community instructor profile; (iii) the tutorial approach has met with broad approval among all instructors, but tutor/trainer skills must be strengthened in terms of community instructors' capacity to handle content and promote student learning; and (iv) materials are widely available at training sites and in classrooms, but better sequential instructional units are needed to facilitate the community instructors' teaching work and establish levels of student performance to be achieved.

- 1.12 **Safety.** The geographic and social characteristics of the communities where CONAFE provides services entail risk situations for community instructors, trainers, and assistants that must be taken into account.¹³ CONAFE studies¹⁴ conclude that during their community service and along the routes they must travel to provide it, instructors are faced with serious risks, such as loss of life, disease, capture by organized criminal groups, kidnapping, and sexual violence. [Calzada \(2006\)](#) found that situations perceived as hazardous by women involve sexual harassment, which may come from community members, including those providing lodging for instructors or from other instructors or trainers. For his part, [Straffon \(2008\)](#) finds that 25% of community instructors identified personal violence as the most important reason for abandoning the service, followed by community living conditions. CONAFE records of requests for support in addition to major medical insurance and life insurance show that the most common cause of injury is accidents,¹⁵ followed by illnesses, mainly respiratory or gastrointestinal, and also show a high incidence of treatment for pregnancy and post-abortion medical treatment. Faced with this situation, CONAFE does not have an established safety strategy to mitigate risk or one to provide guidance to young instructors on precautions to be taken for their physical protection during service. Nor is there a monitoring and information system enabling CONAFE to keep records of incidents, and hence design specific prevention guidelines and policies by community.

C. Program strategy

- 1.13 To address the problems mentioned in the preceding section, this program will support actions and initiatives to strengthen the profiles, training, retention rates, and living and safety conditions of educators providing education services in

¹³ Crime statistics indicate increased violence resulting from the presence of organized crime in Chihuahua, Sinaloa, and Baja California, as well as activities throughout the western Sierra Madre related to growing and harvesting plants used in the manufacture of narcotics. [The 2006 National Survey on the Dynamics of Household Relations](#) (ENDIREH) shows a high incidence of violence against women in the country perpetrated by their partners, family members, and even the communities themselves, in the form of intimidation and sexual abuse.

¹⁴ Calzada, L.: "Propuesta para la creación de estrategias hacia el incremento de pautas de seguridad personal de las figuras docentes" (2006); and Straffon, B.: "Primera Encuesta para Instructores Comunitarios" (2008).

¹⁵ From 2006 to 2009, financial support was requested for 140 indemnities for deaths. Sixty-six percent of these deaths occurred in the 12 entities assigned priority by CONAFE, Chiapas and Guerrero being the entities with the highest number of deaths of instructors nationwide ([see deaths and illness](#)).

12 target entities.¹⁶ Much priority has been assigned, within these states, to [172 municipios](#)¹⁷ where, for reasons of social neglect and marginalization, instructors' conditions of service pose major challenges. In these municipios, additional financial support will be provided for approximately 5,000 community instructors for better food, transportation, and lodging during their period of service, and to their tutor/trainers and educational assistants for travel to the communities to provide instructors with more intensive on-site coaching. Additionally, for better monitoring of program activities and impact and other CONAFE actions, support will also be provided for strengthening information and management systems at both the central and local office levels.

Table I-1
Characteristics of the target states and municipios (2005)

	Years of schooling	(%) Illiteracy	(%) Indigenous	2005 per capita income (dollar PPP*)
172 target municipios	3.8	37.6%	72.0%	3,163
12 target states	7.4	12.1%	14.8%	5,213
National	8.1	8.4%	9.5%	5,979

*Purchasing power parity (PPP)

- 1.14 **Social inclusion and gender.** The program will place strong emphasis on diversity through a culturally relevant educational approach. Reflecting CONAFE efforts, this program promotes respect for and appreciation of cultural diversity through teaching-learning processes that take account of the linguistic characteristics of indigenous peoples, recruitment of indigenous language-speaking community instructors, development of culturally relevant educational materials, and incorporation of the family and community in promoting the community's indigenous language, among other actions. The program also includes a strong gender dimension, including promotion of sexual and reproductive health and prevention of incidents of gender-related violence.

D. Objectives, components, and cost

- 1.15 The objective of the program is to improve the results of community education by upgrading the profile, training, and retention rates of CONAFE educators. The specific objectives are: (i) to improve recruitment, education, and professional development of basic education teachers; (ii) to improve service participation and retention incentives; (iii) to improve personal safety during provision of service; and (iv) to provide for the institutional strengthening of CONAFE by improving its information, planning, and monitoring systems. Four components will be implemented:

¹⁶ Chiapas, Chihuahua, Durango, Guerrero, Hidalgo, Jalisco, Michoacán, Nayarit, Oaxaca, Puebla, San Luis Potosí, and Veracruz.

¹⁷ Of these, 161 are considered areas of high or very high social neglect, whereas the remaining 11 were included because they contain areas of very high social neglect that could not be excluded from the universe for priority attention.

1. Component 1. Educator recruitment, training, and advisory support

- 1.16 The aim of this component is to improve educator profiles and skills with emphasis on reading, writing, and mathematics by strengthening applicant recruitment processes, and teacher training and professional development. Under this component, financing will be provided for actions related to recruiting and selecting community instructors; reviewing, adjusting, and developing a new proposed pedagogical and operational approach to initial and continuing training for community instructors, with special emphasis on reading, writing, and mathematics. This process will be carried out for all community instructors and other educators in the country. Actions will be financed through the following subcomponents:
- 1.17 **Instructor recruitment and selection.** The aim of this subcomponent is to promote the recruitment of educators with higher levels of schooling, and a larger percentage of educators who reside in the communities where they will work, especially those speaking indigenous languages. Financing may be provided for: (i) preparation of a basic national educator recruitment standard; (ii) exploration of educator entry and exit profiles through the use of standardized tests before and after the intermediate training; (iii) preparation and distribution of printed promotional materials; and (iv) promotional activities, such as visits to upper secondary educational institutions and promotion via different media.
- 1.18 **Teacher training and professional development.** The aim of this subcomponent is to strengthen educators' initial and continuing training with emphasis on reading, writing, and mathematics, as well as preparatory activities addressing academic deficiencies identified during instructor assessment. Financing will be provided for: (i) technical assistance for the development and implementation of new approaches to instruction in the above-mentioned areas; (ii) training and dissemination workshops and meetings with educators; and (iii) preparing, printing, and distributing preschool, primary, and secondary materials, and for educator advisory services and supervision.
- 1.19 **Development of performance standards for community instructors and teaching support personnel.** This subcomponent will finance: (i) technical assistance for the development and printing of workbooks; (ii) pilot testing of standards (in Oaxaca, Guerrero, Michoacán, Durango, and Jalisco); (iii) follow-up meetings; and (iv) evaluation of the new system.
- 1.20 **Promotion of reading and writing (“Caravanas Culturales”) [cultural caravans].** To promote reading and writing in rural and bilingual contexts (rural, indigenous, and migrant) and to expand the repertoire of teaching strategies for community instructors, under this subcomponent, support will be provided for “Caravanas Culturales,” composed of cultural instructors, who will travel to communities, bringing with them different artistic and playful activities, as well as traveling libraries and teaching kits. Financing will be provided for: (i) training for cultural instructors; and (ii) the series of teaching, play, and reading materials to be used in their work.

2. Component 2. Promotion of retention and improvement of educators' conditions of service

- 1.21 The aim of this component is to retain educators longer through financial incentives and subsidies for living expenses and travel. Incentives will also be provided to tutor/trainers and educational assistants to provide better coaching for instructors in their communities.
- 1.22 **Retention incentives for primary level community instructors.** Under this subcomponent, financing will be provided for subsidies for approximately 10,000 primary level community instructors in the 12 targeted states, raising the current allowances, which they receive via parallel support payments, by an estimated 15%. The incentive will be distributed under different modalities to identify the best way to impact instructor retention levels. These modalities may include monthly payments, half-yearly payments, or a payment at the beginning of the second semester to encourage instructors to return.
- 1.23 **Support for living expenses and improvement of service conditions for community instructors.** Financing will be provided instructors' living expenses during their service in the community in an amount of about 1,500 pesos a month for close to 5,000 community instructors performing social service in the 172 target municipios.
- 1.24 **Teacher advisory service incentives.** Financing will be provided for economic and parallel support payments for approximately 300 educational assistants and 900 tutor/trainers providing services in the 172 targeted municipios. The aim here is to improve conditions and promote their technical coaching for community instructors. These parallel support payments represent an increase of about 15% for tutor/trainers and a 28% increase for educational assistants over the amount now received.

3. Component 3. Safe environments for educators

- 1.25 The aim of this component is to prevent educator exposure to risk situations and improve their capacity to respond appropriately. The component will cover the 31 local offices, with the following subcomponents:
- 1.26 **Plans to promote safe environments for educators at the level of each of the 31 state local offices.** Given the contextualized nature of risk situations, under this subcomponent, financing will be provided for the development and implementation of state risk mitigation plans prepared by the local offices themselves based on diagnostic studies that identify areas where risk is greatest, taking into account road safety during travel, accidents, health, and incidence of violence in communities. The financing and eligibility criteria for the actions included under these plans will be defined in the program's Operations Manual.
- 1.27 **Risk prevention training.** Under this subcomponent, financing will be provided for training workshops for educators and other CONAFE personnel on security matters, and for the preparation of contextualized manuals, with a gender perspective, for the promotion of safe environments and reproductive health. The

manuals will also be used to provide guidance regarding joint work agreements with the APECs.

- 1.28 **Health promotion.** Under this subcomponent, financing will be provided for health promotion dissemination materials and activities in communities served by CONAFE, for the prevention of gastrointestinal, respiratory, and infectious diseases, basic community sanitation, and A-H1N1 influenza prevention, and to train community instructors in these areas.
- 1.29 **Instructor safety equipment.** Under this subcomponent, financing will be provided for basic equipment for approximately 5,200 community instructors in the 172 targeted municipios, for accident and illness prevention. This kit will be provided annually and will include, for example, raincoats, boots, flashlights, mosquito nets, first aid kits, and blankets, based on the risk conditions in the communities and regions covered.

4. Component 4. Institutional strengthening

- 1.30 The aim of this component is to strengthen CONAFE in the development and implementation of educator information, planning, management, and supervision systems, at both the central and local office levels, and to build CONAFE's capacity to use the information for strategic monitoring and guidance. Actions will be financed through two subcomponents:
- 1.31 **Strengthening of CONAFE's strategic management processes.** Based on a diagnostic assessment of local office technical capacities and resources, under this subcomponent, financing will be provided for: (i) training actions for personnel at the central and local office levels to build capacities to manage and analyze information for decision-making; (ii) technical assistance for local offices for the implementation and ownership of program innovations; (iii) technical assistance and meetings to build monitoring and evaluation capacities and to disseminate program progress; and (iv) technical assistance for the design and establishment of a basic system for strengthening the use of information in institutional planning.
- 1.32 **Development and operation of information systems.** Under this subcomponent, financing will be provided for computer infrastructure, software, and communication systems, and the development of complementary modules for the implementation and improvement of CONAFE's information system (SINCO).

E. Key results matrix indicators

- 1.33 Table I-2 shows the key program outcome and purpose indicators. Annex II provides details of expected interim outcomes.

Table I-2: Matrix of program outcome indicators

Indicators	Baseline	Final outcome
Quality in the 12 targeted states - Results of the ENLACE Spanish exams - Results of the ENLACE math exams	393.6 392.3	413.6 402.01
Retention - Percentage of community instructors retained for a second year	21.3% in 2009	+ 10 pp
Attrition - Percentage of community instructors who abandon the social service during the academic year in the targeted locations	31% in 2009	- 5 pp
Safety - Number of instructor deaths per year	46	12% reduction

II. FINANCING STRUCTURE AND RISKS

A. Program cost

- 2.1 The total program amount is US\$166.7 million, of which US\$100 million will be financed by the Bank and US\$66.7 million will be financed with local counterpart resources. Table II-1 shows the projected cost distribution by component.

Table II-1
Amount by component and cost category (in US\$000s)

Cost category	IDB	Local	Total	%
1. Component 1	6,972	3,754	10,726	6.4%
2. Component 2	73,771	49,181	122,952	73.8%
3. Component 3	8,046	4,333	12,379	7.4%
4. Component 4	6,141	3,307	9,448	5.7%
5. Administration and monitoring costs	2,298	4,582	6,880	4.1%
6. Contingencies	2,772	1,543	4,315	2.6%
TOTAL	100,000	66,700	166,700	100.0%
Percentages	60%	40%	100%	

B. Financing instruments

- 2.2 The proposed operation is the Community Education Program – Phase II: Social Equity Builders, which consists of an investment loan whose disbursement period and disbursement schedule will be four and a half years, as shown in the schedule in Table II-2.

Table II-2
Disbursement Schedule (in US\$000s) (*)

Source	Year 1	Year 2	Year 3	Year 4	Total
IDB	23,206	24,981	25,139	26,674	100,000
Local	15,525	16,598	16,810	17,767	66,700
Total	38,731	41,579	41,949	44,441	166,700

(*)Annual amounts are estimates and depend on available budget for the fiscal year, verification, processing, and disbursement.

C. Environmental and social safeguard risks

- 2.3 As a program geared toward improving the quality of education, and because it does not involve physical works of any kind, this operation will not have any adverse environmental or social impacts. According to the Environment and Safeguards Compliance Policy (OP-703), this has been classified as a category “C” operation.
- 2.4 The program’s [Strategy for Indigenous Communities](#) describes the measures that will be taken into account in connection with indigenous peoples who will be benefited by this program, in accordance with the Strategy for Indigenous Development established by the Bank in document GN-2387-5 and policy OP-765.

D. Fiduciary risks

- 2.5 **Institutional assessment of the Consejo Nacional de Fomento Educativo [National Council for Education Development] (CONAFE).** The Bank’s ICAS¹⁸ analysis of CONAFE gave an average rating of 85% for the seven areas evaluated, Satisfactory Development for execution of the program and, therefore, a Low Risk operation overall for the areas evaluated. To support the ongoing improvement process, as a result of this assessment, opportunity areas were identified for which financing will be provided under the institutional strengthening component.

III. IMPLEMENTATION AND ACTION PLAN

A. Summary of execution arrangements

- 3.1 **Borrower and executing agency.** The borrower will be the United Mexican States and the executing agency will be CONAFE, which will use Nacional Financiera, S.N.C. (NAFIN) as its financial agent. **A special condition precedent to the first disbursement is that the program’s Mandate and Execution Contract between the borrower, NAFIN, and CONAFE has been signed and is in force.** The program will be executed via CONAFE’s organizational structure, whose central area will be responsible for the program’s technical direction and the state local offices will be responsible for execution functions. The Office of Administration and Finance (DAF) will be responsible for general program coordination, with support from a technical team hired to fulfill this function. The program will have administrative and financial support from the DAF and the Office of Planning. For program activities, local offices may hire a liaison officer for additional assistance.
- 3.2 Details of the procedures for implementing the program’s components and the responsibilities and duties of the authorities involved in the operation are set out in the **Operations Manual (OM)**. The manual refers explicitly to application of the rules of operation published in the official gazette *Diario Oficial de la Federación*. **A special condition precedent to the first disbursement is that the Operations Manual to be used in the program has been approved and is in force.**

¹⁸ [Institutional Capacity Assessment System](#) (ICAS).

B. Procurement of goods and services

- 3.3 Goods, services, and consulting services will be procured in accordance with Bank policies (documents GN-2349-7 and GN-2350-7). International competitive bidding will apply when the cost of the good is equal to US\$3 million and up. For procurement of goods whose cost is US\$100,000 or above, the national competitive bidding method will be used. For procurement of goods whose cost is under US\$100,000, the shopping method will be used. For consulting services whose cost is US\$500,000 or less, the shortlist of consultants may be composed of national consultants.
- 3.4 **Direct contracting.** The program provides for direct contracting of (i) the Centro Nacional de Evaluación para la Educación Superior [National Center for the Evaluation of Higher Education] (CENEVAL) and the Instituto de Evaluación a Gran Escala [Institute for Large Scale Evaluation] (IEGE), to provide standardized educator entry and exit examinations, because of their specialization in this area and prior experience with CONAFE; (ii) the Centro de Estudios Educativos [Education Studies Center] (CEE), to develop standards and teaching support for community instructors, given its experience and to lend continuity to the work it is now doing in this area with CONAFE; (iii) DICONSA, to provide community instructors with safety equipment, since this procurement is part of a larger procurement process to provide the same equipment at the national level, for which CONAFE has already entered into an agreement with DICONSA; and (iv) Impresora y Encuadernadora Progreso, S.A. de C.V. (IEPSA) to publish, print, pack, and distribute educational materials for preschool, primary, and secondary levels and a monthly publication for instructors, in view of the advantages of continuing with the consolidation of the four processes with a single provider, thereby reducing costs, turnaround times, and risks. The Procurement Plan contains details of the amounts for each direct contracting operation and provides further justification for them.
- 3.5 From the outset of the program, goods, services, and consulting services will be procured in accordance with the Procurement Plan. Except where the Bank establishes otherwise in writing in the Procurement Plan, the procurement of goods, services, and consulting services will be subject to ex post review, in accordance with the procedures set out in Appendix 1, paragraph 4, of the Procurement Policies.

C. Retroactive financing, exchange rate, and audits

- 3.6 **Retroactive financing.** In accordance with the policy on Recognition of Expenditures, Retroactive Financing, and Advance Contracting (OP-504), the Bank may agree to reimburse and recognize retroactively expenses incurred beginning on 21 April 2009, the date of approval of the project profile, for support payments to primary level community instructors in the targeted states as well as expenses related to disseminating the program and preparing the local offices for execution. This retroactive recognition may apply to up to US\$10 million from the loan proceeds and up to US\$6.67 million in local counterpart funding. These retroactive expenditures are justified in view of the fact that they support actions that led to

- improving the program's quality at entry and advancing its maturity for more effective implementation.
- 3.7 **Exchange rate.** Expenses incurred in local currency will be converted to U.S. dollars at the exchange rate in effect on the last working day of the month prior to the month in which the expenditure is made.
- 3.8 **External audits.** Through CONAFE and NAFIN, the borrower will present to the Bank the program's financial statements in accordance with the terms of reference previously agreed on with the Department of Civil Service. The costs of the audit will be financed with the local counterpart.

D. Summary of arrangements for monitoring and evaluating results

- 3.9 The monitoring and evaluation actions contain the following elements: (i) monitoring of program activities and targets to present semiannual progress reports; (ii) annual evaluations of the program implementation processes, aimed towards assessing the relevance of the program's activities and operations and recommending necessary adjustments; and (iii) midterm and final evaluations that will use a quasi-experimental methodology to measure the program's main expected impacts as regards its core objectives (better knowledge acquisition, retention rates, and safety). Details of the evaluation design are described in the [Monitoring and Evaluation Strategy](#). The baseline will be updated in June 2010 to compile data on the cohort of educators who will begin service in the 2010-2011 academic year. The midterm evaluation will be conducted in mid-2012 and the final evaluation in 2013. A cost-benefit analysis will be prepared of the profiles of educators and the two different packages of financial incentives for educators. In both cases, the effectiveness will be measured in terms of changes in retention of educators as well as knowledge acquisition by the students.

Development Effectiveness Matrix
Summary

Indicator	Score	Maximum Score
I. Strategic Relevance	Low-High	
1. IDB Strategic Development Objectives	6.3	10.0
Country Diversification	0.7	2.0
Corporate Initiatives	2.5	2.5
Harmonization and Alignment	1.1	3.5
Beneficiary Target Population	2.0	2.0
2. Country Strategy Development Objectives	4.0	10.0
Country Strategy Sector Diagnosis	3.6	6.0
Country Strategy sector objective & indicator	0.4	4.0
II. Development Outcomes - Evaluability	Satisfactory	
3. Evidence-based Assessment & Solution	9.8	10.0
4. Evaluation & Monitoring Plan	6.2	10.0
5. Cost-Benefit or Cost-Effectiveness	0.0	10.0
6. Risks & Mitigation Monitoring Matrix	7.5	10.0
III. IDB's Role - Additionality		
7. Additionality	10	10
Technical Assistance provided prior to the project	3	3
Improvements in management of financial, procurement, monitoring or statistics internal controls	4	4
Improvements in environmental, health and labor performance	3	3

I. Strategic Relevance: This operation is being executed in Mexico, considered a Group A country, through the "investment loan" instrument. Its objective is consistent with the Bank's education and innovation initiative. The country financial administration system and the sector monitoring and evaluation system will be used. The country strategy that would cover the project implementation period has not yet been approved.

II. Evaluability: The project is clear in terms of its objectives and the intervention logic is sound. Empirical evidence is provided regarding the magnitude of the problem and the factors that contribute to it. There are indicators to make it possible to monitor and evaluate the results of the intervention, although there are no baselines or targets for them.

The project has established monitoring and budget mechanisms for that activity. There is also a specific plan and budget earmarked for a quasi-experimental evaluation. There is no cost-benefit or cost-effectiveness analysis for the project. The project is classified as a "C" operation. The main environmental and social risks have been identified as have the required mitigation measures, but no indicators, baselines, or targets have been established that would make it possible to follow up on implementation of those mitigation measures.

III. Additionality: Technical-cooperation operation ATN/KP-T10215, "Promoting an Informed Policy Dialogue" will support the executing agency in project design and execution. Implementation will help improve the executing agency's performance.

RESULTS MATRIX

Program objective	The general objective of the program is to improve training, development, and retention rates of CONAFE educators to help upgrade the quality of teaching and learning under community education programs.
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Purposes	Baseline	Final target	Observations
Higher learning achievement in Spanish language arts by primary school students in the 172 municipios with the highest levels of social neglect compared to control group.	393.6	413.6	Learning achievement will be measured via the ENLACE exams, given each year as a census. A 5% improvement is envisaged.
Higher learning achievement in mathematics by primary school students in the 172 municipios with the highest levels of social neglect compared to control group.	392.3	402.1	

	Baseline	Year 1	Year 2	Year 3	Year 4	Final target	Observations
Component 1							
Outputs:							CONAFE information system.
Percentage of new educators with skills assessed and skill equalization plan.	0					100%	
Percentage of would-be educators living in CONAFE localities.	0					To be determined in June 2010.	
Percentage of educators who are minors.	12.2% in 2009					- 5 pp.	
Percentage of educators with educational level of <i>bachillerato</i> [upper secondary] or above.	50.7% in 2009					+ 5 pp.	

	Baseline	Year 1	Year 2	Year 3	Year 4	Final target	Observations
Intermediate outcomes: Percentage of educators with educational level of <i>bachillerato</i> or above in the 172 municipios where levels of social neglect are highest. Percentage of indigenous language-speaking instructors in the 172 municipios where levels of social neglect are highest.	49.8% in 2009 Baseline to be determined in June 2010.					+ 5 pp. To be determined in June 2010.	CONAFE information system.
Final outcomes: Percentage of educators with satisfactory marks on exit exam. Percentage of community instructors who remain for a second year relative to control group. Percentage of indigenous language-speaking community instructors in indigenous communities.	Baseline to be determined in June 2010. 21.2% in 2009 Baseline to be determined in June 2010.					To be determined in June 2010. + 10 pp. To be determined in June 2010.	Exit exam will be given at the end of educator initial training.

	Baseline	Year 1	Year 2	Year 3	Year 4	Final target	Observations
Component 2							
Outputs:							
Community instructors who receive living expense support for food and lodging in communities in the 172 priority municipios.	0	4,900	4,900	4,900	4,900	4,900	CONAFE information system.
Community primary school instructors who receive retention incentives in the 12 priority states.	0	10,000	10,000	10,000	10,000	10,000	
Tutor/trainers who receive advisory service incentives.	0	800	800	800	800	800	
Educational assistants who receive advisory service incentives.	0	250	250	250	250	250	
Local offices with educator safe environment plans in implementation.	0	31	31	31	31	31	
Intermediate outcomes:							
Localities in the targeted municipios that have no educational services.	235	0	0	0	0	0	CONAFE information system.
Percentage of community instructors who abandon the social service during the academic year in the targeted localities relative to control group.	31% in 2009					- 5 pp.	

	Baseline	Year 1	Year 2	Year 3	Year 4	Final target	Observations
Final outcomes: Percentage of community instructors who remain for a second year in the targeted localities relative to control group.	21.3% in 2009					+ 10 pp.	CONAFE information system.
Component 3							
Outputs: Percentage of educators trained in personal risk identification areas (health, sexuality, safety, etc.).	0	100%	100%	100%	100%	100%	CONAFE information system.
Intermediate outcomes: Number of incidents of lack of safety reported (including health, violence, sexual violence, etc.).	156 in 2009					- 10 pp.	Survey given to a sample of the group studied and compared on three occasions: June 2010 baseline; midterm evaluation; and final evaluation.
Final outcomes: Number of instructor deaths	46						Human resource records. A 15% decrease in deaths is envisaged.
Component 4							
Outputs: Number of local offices with new computer equipment, communications system, and personnel trained on management mechanisms. Number of local offices using the CONAFE information system (SINCO).	0 0	12 31	20 31	31 31	31 31	31 31	
Intermediate outcomes: Number of consolidated quarterly reports on program execution generated by information system.	0	4	4	4	4	4	

	Baseline	Year 1	Year 2	Year 3	Year 4	Final target	Observations
Final outcomes: CONAFE technical and administrative processes with appropriate information in terms of timeliness and quality.	5	8	10	15	15	15	CONAFE has 15 critical technical processes: <i>recruitment, entry evaluation, selection, training, assignment, retention, teacher advisory services, provision of materials, payments, administrative control and monitoring, performance, coaching, safety, complaints and claims, and self-evaluation.</i> Measurements will be made based on an evaluation of program implementation process.

PROCUREMENT PLAN SUMMARY

Ref. No. ¹	Procurement category and contract description	Estimated cost of procurement (US\$000s)	Procurement Method ²	Review (ex ante or ex post)	Source of financing and percentage		Prequalification ³ (Yes/No)	Tentative dates		Status ⁴ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of specific procurement notice	Contract end date		
I	GOODS										
1	Procurement of stock catalog on teacher training and professional development.	34,722	S	Ex post	65%	35%	No	2nd quarter 2010	3rd quarter 2010		
2	Procurement of items to provide backpacks to promote reading.	243,056	NCB	Ex post	65%	35%	No	1st quarter 2010/2011	2nd quarter 2010/2011		The backpack includes: photographic camera, books, small black board. Procurement of these items may be tied into related processes.
3	Access links and equipment for communications networks.	2,600,000	NCB	Ex ante	65%	35%	No	2nd quarter 2010	4th quarter 2013		

¹ 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 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.”

² **Goods and Works:** ICB: International competitive bidding; LIB: Limited international bidding; NCB: National competitive bidding; S: Shopping; 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, Own, 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; CQ: 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; IICQ: International Individual Consultant selection based on Qualifications.

³ In the case of the new Policies, applicable only to goods and works. In the case of the old Policies, applicable to goods, works, and consulting services.

⁴ The “Status” column will be used for retroactive procurement and Procurement Plan updates.

Ref. No. ¹	Procurement category and contract description	Estimated cost of procurement (US\$000s)	Procurement Method ²	Review (ex ante or ex post)	Source of financing and percentage		Prequalification ³ (Yes/No)	Tentative dates		Status ⁴ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of specific procurement notice	Contract end date		
4	Procurement of equipment for educators.	4,058,000	DC	Ex ante	65%	35%	No	2nd quarter 2010	3rd quarter 2013		DICONSA.
5	Procurement of software licenses for statistical analysis, database management.	280,858	NCB	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2011		Several procurements.
II	SERVICES OTHER THAN CONSULTING SERVICES										
1	Application of entry profile evaluation instruments.	270,833	S	Ex post	65%	35%	No	2nd quarter 2010/2012	3rd quarter 2010/2012		Data collection operatives to conduct educator exams
2	Implementation of information systems at the national level.	38,319	S	Ex post	65%	35%	No	2nd quarter 2011	3rd quarter 2011		
3	Design of instructor entry and exit profile evaluation instruments.	72,917	DC	Ex ante	65%	35%	No	2nd quarter 2010/2012	3rd quarter 2010/2012		CENEVAL 65%; IEGE 35% for copyright
4	Distribution of printed materials to local offices.	2,187,500	NCB	Ex ante	65%	35%	No	3 rd quarter 2010	4 th quarter 2013		Three delivery processes (one by one) will take place during program execution.
5	Maintenance of teaching advisory service website.	89,583	S	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		
6	Monthly production of "Chispas" newspaper.	1,006,000	NCB	Ex ante	65%	35%	No	1st quarter 2010	4th quarter 2013		
7	Printing of preschool, primary, and secondary educational materials.	4,654,292	ICB	Ex ante	65%	35%	No	2nd quarter 2010	4th quarter 2013		
8	Organization of training events.	833,333	NCB	Ex post	73%	27%	No	2nd quarter 2010	4th quarter 2013		Three requests for proposals will be issued during program execution.
9	Organization of training events (statistical analysis).	132,803	S	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		Several procurement processes.

Ref. No. ¹	Procurement category and contract description	Estimated cost of procurement (US\$000s)	Procurement Method ²	Review (ex ante or ex post)	Source of financing and percentage		Prequalification ³ (Yes/No)	Tentative dates		Status ⁴ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of specific procurement notice	Contract end date		
10	Organization of training events (databases).	32,645	S	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		
11	Organization of training events (management, evaluation, and indicators).	252,778	S	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		Several procurement processes.
12	Organization of seminars, meetings, and events at the national and local office levels.	2,435,195	NCB	Ex post	71%	29%	No	2nd quarter 2010	4th quarter 2013		Three requests for proposals during program execution. Some will use the shopping method.
13	Leasing of computer equipment and services for producing materials.	457,727	NCB	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		Services to be contracted during program execution.
14	Leasing of IT services and equipment for local offices.	3,200,000	ICB	Ex ante	65%	35%	No	2nd quarter 2010	4th quarter 2013		Services will be contracted during program execution.
III	OPERATING COSTS										
1	Program administrative support team.	1,033,333	National legislation	Ex post		100%	No	1st quarter 2010	4th quarter 2013		Hiring of technical support staff for local offices (31 individuals)
2	General coordination support team.	777,778	National legislation	Ex post		100%	No	1st quarter 2010	4th quarter 2013		Hiring of support team for CONAFE's central offices (four individuals)
3	Local office technical support team.	1,033,333	National legislation	Ex post		100%	No	1st quarter 2010	4th quarter 2013		Hiring of technical staff for local offices during program execution (31 individuals)

Ref. No. ¹	Procurement category and contract description	Estimated cost of procurement (US\$000s)	Procurement Method ²	Review (ex ante or ex post)	Source of financing and percentage		Prequalification ³ (Yes/No)	Tentative dates		Status ⁴ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of specific procurement notice	Contract end date		
4	Technical-administrative assistance visits, seminars, meetings, events, Workshops at the national and local office levels—support to generate safe environments.	12,372,167	National legislation	Ex post		65%	35%	1st quarter 2010	4th quarter 2013		
IV	CONSULTING SERVICES										
	Individual consultants										
1	Technical assistance to decide on projects.	69,444	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		
2	Technical assistance for monitoring.	59,147	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		
3	Advisory services for training of local office staff on project presentation.	104,167	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		
4	Pilot testing of system in nine local offices.	33,375	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		
5	Analysis and implementation of criteria and procedures.	59,375	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		
6	Specialized service via the Internet.	160,000	NICQ	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		At least 3 experts envisaged.
7	Definition of criteria for operation of fund.	22,917	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		
8	Definition of teacher training approach, strategies, and operations systems for instructor training processes.	345,833	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2013		5 requests for proposals will be issued for approach and content definition.
9	Development of monitoring and evaluation database.	50,000	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2010		
10	Design of educator monitoring database.	22,917	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2010		

Ref. No. ¹	Procurement category and contract description	Estimated cost of procurement (US\$000s)	Procurement Method ²	Review (ex ante or ex post)	Source of financing and percentage		Prequalification ³ (Yes/No)	Tentative dates		Status ⁴ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of specific procurement notice	Contract end date		
11	Design of website for online teacher advisory services.	22,917	NICQ	Ex post	65%	35%	No	1st quarter 2010	3rd quarter 2010		
12	Educator evaluation and self-evaluation.	22,917	NICQ	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		
13	Definition of evaluation and self-evaluation indicators.	17,361	NICQ	Ex post	65%	35%	No	2nd quarter 2010	4th quarter 2010		
14	Development of database for monitoring of new system for development of initial intensive training.	22,917	NICQ	Ex post	65%	35%	No	1st quarter 2010	3rd quarter 2010		
15	Design of printed, digital, radio, and audiovisual media.	627,315	NICQ	Ex ante	65%	35%	No	1st quarter 2010	4th quarter 2013		Various designs to be commissioned.
16	Design and maintenance of web portal for CONAFE youth.	111,800	NICQ	Ex ante	65%	35%	No	2nd quarter 2010	1st quarter 2012		
V	CONSULTING FIRMS										
1	Analysis and development of module for control and monitoring of educators' financial support.	700,000	QCBS	Ex ante	65%	35%	No	1st quarter 2010	3rd quarter 2010		
2	Analysis and development of external credit management module.	200,000	CQS	Ex post	65%	35%	No	1st quarter 2010	3 rd quarter 2010		
3	Development and implementation of statistics module.	300,000	QCBS	Ex post	65%	35%	No	1st quarter 2010	3rd quarter 2010		
4	Preparation of performance standards for educators and for technical-teaching support and pilot testing of standards in communities in five states.	180,400	SSS	Ex ante	65%	35%	No	1st quarter 2010	3rd quarter 2013		Centro de Estudios Educativos

Ref. No. ¹	Procurement category and contract description	Estimated cost of procurement (US\$000s)	Procurement Method ²	Review (ex ante or ex post)	Source of financing and percentage		Prequalification ³ (Yes/No)	Tentative dates		Status ⁴ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %		Publication of specific procurement notice	Contract end date		
5	Special studies and research (cost-benefit, qualitative evaluations, etc.).	200,000	CQS	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		Several studies will be conducted during program execution, with consultants selected based on their qualifications
6	Annual operational evaluations of the Educator Professional Development Program.	375,000	CQS	Ex post	65%	35%	No	3rd quarter 2010	4th quarter 2013		
7	Qualitative evaluation surveys.	225,000	CQS	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2013		Two studies during program execution.
8	Monitoring of SINCO implementation based on a systems audit approach.	250,000	QCBS	Ex post	65%	35%	No	1st quarter 2010	4th quarter 2011		
9	Program financial audits.	500,000	National legislation	Ex post	0%	100%	No	3rd quarter 2010	4th quarter 2013		Procurement processes each year for financial statement report, signed by auditing firm selected by the Federal Government.
10	Final evaluation.	1,500,000	QCBS	Ex ante	65%	35%	No	1st quarter 2013	3rd quarter 2013		
11	Interim evaluation.	800,000	QCBS	Ex ante	65%	35%	No	3rd quarter 2012	4th quarter 2012		
12	Establishment of the baseline.	500,000	QCBS	Ex ante	65%	35%	No	1st quarter 2010	3rd quarter 2010		
13	Development of databases on program monitoring.	29,917	CQS	Ex post	65%	35%	No	2nd quarter 2010	3rd quarter 2010		
VI	TRANSFERS										
1	Economic and parallel support payments for educators.	122,951,833	NA	NA	65%	35%	No	2nd quarter 2010	3rd quarter 2010		