Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 05-Jan-2017 | Report No: PIDISDSC18700

Public Disclosure Authorized

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Parent Project ID (if any)	Project Name
Mexico	P160309		Mexico Higher Education Project (P160309)
Region	**Estimated Appraisal Date**	**Estimated Board Date**	**Practice Area (Lead)**
LATIN AMERICA AND CARIBBEAN	Jan 26, 2017	Mar 16, 2017	Education
Lending Instrument	**Borrower(s)**	**Implementing Agency**	
Investment Project Financing	Ministry of Finance and Public Credit (Secretaria de Hacienda y Credito Publico, SHCP)	Secretaria de Educación Pública	

Financing (in USD Million)

Financing Source	Amount
Borrowing Agency	130.00
International Bank for Reconstruction and Development	130.00
Total Project Cost	**260.00**

Environmental Assessment Category	Concept Review Decision
B-Partial Assessment	Track II-The review did authorize the preparation to continue

Other Decision (as needed)

Type here to enter text

B. Introduction and Context

Country Context

1. **Mexico is a middle-income country and a member of the Organization of Economic Co-operation and Development (OECD), with a per capita GDP of US$9,010 (2015).** Mexico is the second biggest economy in Latin America and the fourteenth in the world. After the 2008-09 global financial crisis, Mexico's economy rebounded quickly, reaching an average growth rate of 4.4% between 2010 and 2012. However, in the past few years expected growth rates have been marginal, showing a real GDP growth rate of 2.6% in 2015. In 2013, its GNI per capita was approximately 39% of the level observed in high-income OECD countries, the same proportion observed two

decades ago, signaling a lack of progress in convergence on this equity measure. The slower long-term economic growth has limited a rise in average living standards and more rapid progress on poverty reduction.

2. **Insufficient average productivity growth is the main cause of the less than satisfactory growth performance.** An underdeveloped financial system, labor market rigidities, high informality, regulatory barriers for doing business, weak innovation capacity, and limited market competition in key input sectors such as telecommunications and energy are often cited as constraints to productivity growth. Importantly, scarce skilled labor and its impact on slow adoption of new technologies is also considered one of the most important factors for slow productivity growth.

3. **After a constant decline in the proportion of the population with incomes below the poverty line observed between 1996 and 2006, poverty has been on the rise.** In 2012[1], 19.7% of the population in Mexico lived with incomes below those needed to satisfy basic needs. This is up from 14% in 2006.[2] Moreover, the national poverty headcount ratio hides notable disparities within Mexico. For instance, the "food poverty" headcount ratio in the northern state of Nuevo León is as low as 7.8, but it reaches 48.6 in the southern state of Chiapas.

4. **Implementation of an ambitious structural reform agenda introduced by the current administration has the potential to raise productivity and unleash growth in the medium term while reducing poverty and income inequality**. Over the past three years, major progress on the enactment of legislative changes in the areas of labor market regulation, education, telecommunication and competition policy, financial sector regulation, energy, and fiscal policy, has been achieved. As well, the Government of Mexico's (GoM) National Development Plan (NDP) for 2013-18 establishes five main objectives: Peace, Inclusion, Quality of Education, Prosperity, and Global Responsibility. A main priority for the growth and development of Mexico emphasized both in the reform process and in the NDP is improving the quality of education at all levels, and reducing access and achievement gaps between rich and poor to increase relevant skills in order to spur long-term equitable growth.

5. **Education is a key driver of growth.** International studies show that a 10% increase in the quality of human resources can lead to a GDP increase of 0.87%.[3] Quality education is such a key priority since Mexico is one of the countries with the greatest growth potential in GDP to be gained from improvements in its education system. It is estimated that the effect of improving educational quality in Mexico would be almost double what is observed in other countries in terms of average economic growth.[4] The critical challenge is to create human capacity with the relevant skills necessary to innovate and help solve local, regional and national challenges in the country.

Sectoral and Institutional Context

6. **Mexico's Public Higher Education (HE) system is composed of a diverse range of sub-systems with differing levels of specialization, autonomy and access.** These sub-systems include: (i) the largely autonomous Public University

[1] The latest official poverty data for Mexico are from 2014; however, these are using a new methodology, limiting longitudinal comparisons with data collected before 2008.

[2] These shares correspond to the proportion of the population with incomes below those needed to buy a basket of food, or what Coneval defined as "*pobreza alimentaria*."

[3] Hanuschek 2007

[4] The High Cost of Low Educational Performance, OECD 2010

sub-system (Public Federal Universities, Public State Universities, Public State Universities with Solidarity Support, and Inter-Cultural Universities) offering degrees in a wide range of subjects; (ii) the highly-specialized Public Teacher Training sub-system (Teacher Training Colleges) offering university-type degree programs for all types and levels of teacher training; (iii) Public Technological Education sub-system (Technological Universities, Polytechnic Universities, and Federal and Decentralized Technological Institutes) offering university and two-year degrees in engineering and applied sciences; and (iv) the Public National Pedagogical University sub-system.

7. **Across all sub-systems, HEIs face significant challenges in achieving high quality and equity.** In terms of quality, out of the 916 HEIs selected in the 2016 QS (Quacquarelli Symonds) Global Ranking of Best Universities, there are only 7 Public HEIs from Mexico, all from the Public University sub-system. While the National Autonomous University of Mexico ranks at 126, the remaining 6 rank towards the bottom (at 600+). Furthermore, Mexico has one of the lowest completion rates in HE of the OECD countries, with only 25% of the population obtaining a degree in HE. In terms of social equity, HE students from the lowest decile have only increased their net enrollment rates from 2% in 2000 to 6% in 2012 while students from the highest decile have increased from 64% to 89% over the same time period.[5] In terms of gender equity, the gap in gross enrolment and school life expectancy has been closing in the last decade (gender ratio is close to 1). However, the gap but still persists when looking at gender participation across different types of programs.

8. **Yet, Mexican HEIs acknowledge the importance of overcoming these challenges and contributing to social and economic development.** In 2012, the National Association of Higher Education Universities and Institutions (*Asociación Nacional de Universidades e Instituciones de Educación Superior* – ANUIES) composed of 174 HEIs published their vision for the future of HE in Mexico called "Inclusion with Social Responsibility". The document emphasizes the strategic role that HEIs must play in resolving the grand challenges that face the nation – becoming critical actors in the construction of a development process based on inclusion with social responsibility and setting the precedent for strengthening inter-institutional collaborations and synergies to significantly contribute to national development. In 2016, SEP has carried out a series of regional planning meetings (*Planeación Integral de la Educación Superior, PIDES*) with over 600 HEIs across all sub-systems to establish a framework for inter-institutional collaboration in projects that contribute to greater efficiency, relevance and effectiveness in achieving objectives and overcoming challenges in HE.

9. **The Mexico Education Reform aims to increase the quality of education and underscores the role of the Teacher Training sub-system, its colleges and its teachers.** The Education Reform, one of the most important reforms in the country's recent history, focuses on three major changes: (i) the creation of the National Teacher Service (*Servicio Profesional Docente, SPD)* including new measures related to hiring, evaluating, training, and promoting of teachers; (ii) the establishment of an autonomous National Institute for Education Evaluation (*Instituto Nacional para la Evaluación de la Educación*, INEE); and (iii) the creation of a management and operations system for educational institutions. The reform aims to directly impact the quality of compulsory education; and in turn, the performance of HEIs and its students. The Secretariat of Public Education (*Secretaría de Educación Pública,* SEP) has presented a new education model[6], focusing primarily on compulsory education (primary and secondary levels) but also providing

[5] Holland, Murck & Székely (2016). Chapter 8: Education. (Mexico Public Expenditure Review, pp. 16). Washington, DC: World Bank. (Calculations based on ENIGH data)

[6] GoM, 2016, Propuesta Curricular para la Educacion Obligatoria 2016 https://www.gob.mx/cms/uploads/docs/Propuesta-Curricular-baja.pdf

guidelines of best practices for HEIs, including Teacher Training Colleges.[7]

10. **Improving the performance of Teacher Training Colleges and of its teachers in preparing graduates to enter the Teaching profession would create a positive ripple effect in the Mexican Education System and help address one of Mexico's biggest challenges: low learning outcomes in basic education**. Evidence suggests that teacher quality is essential for educational improvement (Bruns and Luque, 2014). Nonetheless, studies show weaknesses in pre-service and in-service teacher training in the country, noting the prevailing difficulties to attain the desired graduate profile of future teachers (UNESCO, 2014; INEE, 2015). Results from the latest teacher selection process highlight the underperformance of HE graduates entering teacher service. For the 2014-2015 school year, 50.36% and 41.83% of graduates from Teacher Training Colleges and Universities, respectively, entering the job market obtained "suitable" results[8] and earned a basic education school contract (K-9th grade); for indigenous school contracts[9], performance was lower. For secondary education contracts (10 to 12 grade), the share of graduates entering the job market who obtained suitable results was only 33%.

11. **Across all sub-systems, improving institutional capacity for high quality research is a potential catalyst for growth.** HE policy has become more prominent in national agendas since it is recognized that HEIs can be a major driver of economic competitiveness in a knowledge-driven economy. Evidence shows that doubling of research-intensive universities across countries increases regional GDP by 4% (Valero and Van Reenen). In Mexico, for the past 15 years Academic Bodies (*Cuerpos Academicos*) have been a mechanism for collaborative professional development to improve teaching and academic research inside HEIs in the country. SEP has encouraged the consolidation of these groups to promote the innovative production and application of knowledge through a high degree of specialization in areas that are relevant to the economy. The efforts of these academic groups, however, have not yet been reflected significantly in both innovative teaching and learning practices and applied research to solving regional and national issues as observed by a very modest increase in scientific articles, national patents, and the number of graduate courses recognized as meeting international standards (Leyva 2010).

12. **The current mechanism for research collaboration within HEIs provides opportunities for more effective sharing of knowledge and closing of the knowledge gap, improving both quality and equity across the HE system.** While Academic Groups are extensive across HEI's (with1136 in consolidation and 1458 in the process of being formed as of 2015) their measureable impact and outputs have not been applicable to society at large and the knowledge generated not effectively shared and recognized. Moreover, Academic Groups are largely concentrated in the Public University sub-system (92% versus 7% in the Public Technological Education sub-system, and less than 1% in other sub-systems). Through support for more inclusive alliances, this imbalance will be addressed. In order to do so, it is necessary to strengthen human capital and collaboration across HEIs. Research suggests that larger teams working through inter-institutional collaboration is associated with stronger scientific influence and productivity (Adams et al 2004). This indicates that strengthening inter-institutional and stakeholder engagement and collaboration could be

[7] Before the establishment of the National Teacher Service, and until 2015, all basic education teachers had to be graduates from Teacher Training Colleges. In 2015, the hiring process was opened to all graduates from HEIs, however more than 50 per cent of new basic education teachers still graduate from these Colleges.

[8] The teacher selection process (*Concurso de Oposición para el Ingreso al Servicio Profesional Docente) evaluates candidates on a two-level scale:suitable or not-suitable results. Those having suitable results will earn a 2-year probationary contract and will receive relevant training based on the level of their suitability.*

[9] Candidates take the category of exam based on the type of contract they want to earn. Candidates that took the test for "indigenous preschool", "indigenous primary, and "indigenous lower secondary" had the lowest grades, compared to other candidates.

a channel through which the capabilities, dynamism and leadership of academic groups are enhanced and aligned with the objectives of producing knowledge and solving societal problems as well as addressing the challenges of increasing quality and closing the equity gap across students, teachers and HEIs.

13. **The HE System requires improved quality assurance and robust indicators to coordinate, and monitor the variety of types of institutions financed by the Government**. Under the umbrella of the Education System, a large number of government and non-government bodies are responsible for the planning, monitoring and evaluation of Mexico's multifaceted HE System. Analogously, there is also a vast amount of information on students, programs and institutions being collected by different actors and a variety of platforms of differing quality used to disseminate this information. In many cases the indicators used for quality monitoring at the sub-system level are not consistent and often not relevant to the sub-system. Moreover, the range of development of internal (at the institutional level) quality assurance systems is very large between institutions and between sub-systems. Nevertheless, SEP institutional efforts to integrate all HEIs and facilitate inter-institutional collaboration can be leveraged to attain a cohesive set of quality indicators and Quality Assurance models for the effective planning, monitoring and evaluation of the HE system tailored to the needs of each sub-system.

Relationship to CPF

14. **The proposed operation is an important component of the World Bank's Country Partnership Framework (CPF) for FY14-FY19, which is fully aligned with the goals of Mexico's NDP for 2013-18 and the World Bank Twin Goals.** The program fits under CPS theme II "Increasing Social Prosperity," under the area of engagement "Promoting Labor Markets for Inclusive Growth," which has the expected outcome of the "portability of skills across the education, training and labor-market systems". The focus of the Project on strengthening capacity for continuous improvement, innovative teaching, and collaborative applied research across participating public HEIs supports a forward-looking human resource development strategy in two ways. First, it increases equality and knowledge sharing among all HEIs. Second, it contributes to reorient education services and learning outcomes to meet social, technical, and economic needs for better and more relevant skills for graduates, especially of lower socioeconomic status.

C. Proposed Development Objective(s)

Strengthen the capacity for continuous improvement, innovative teaching, and collaborative applied research across state higher education institutions.

Key Results (From PCN)

1. Number of Teacher Training Colleges with at least one Community of Practice that implements and documents a pedagogical innovation.
2. Number of courses that are designed or redesigned to incorporate education innovations as a result of the research of Academic Alliances supported by the Project.
3. Percentage of Academic Alliance projects that achieve their annual goals.
4. Number of participating Higher Education Institutions that have incorporated the quality indicators developed through the Project in their internal quality assurance model or have developed and piloted a new internal quality assurance model based on these quality indicators.

D. Concept Description

Component 1: Strengthening Innovative Teaching Practices in Teacher Training Colleges (US$26 million, IBRD financing US$13 million)

15. **The objective of this component is to strengthen innovative pedagogical practices that improve learning outcomes and to promote engagement and collaboration between teachers in Teacher Training Colleges and Public Universities through the creation, implementation, monitoring and systematic evaluation of communities of practice (CoP).** The development of more innovative teaching practices at Teacher Training Colleges that support the broader education reform objectives would help strengthen quality at lower levels of education. The CoP would help ensure that innovations in pedagogical practices are directed at the types of knowledge, skills, and attitudes that graduates would be required to demonstrate upon evaluation when entering the National Teacher Service.

16. **Sub-component 1.1 Support for the creation and implementation of communities of practice.** This sub-component would support activities in three phases. Phase 1 involves diagnostic and preparation activities led by a Coordination Committee[10] that would include: (i) diagnoses of Teacher Training Colleges graduates' main challenges to be incorporated as the working themes of the CoP (this would be disaggregated by gender to address potential gender-based needs), and analysis of the Colleges' digital infrastructure; and (ii) design of the call for proposals inviting Public State Universities to engage in collaborative networks with Teacher Training Colleges to innovate in pedagogical practices. Phase 2 involves the establishment of a Technical Team from both participating Teacher Training Colleges and universities for the design and training of facilitators and teachers in CoP, and to support the implementation and monitoring of activities. Phase 3 focuses on the implementation of community of practice teacher capacity building at Teacher Training Colleges. This last Phase would be divided in three sub-phases, as explained in Annex 1.

17. **Sub-component 1.2: Support for the monitoring, evaluation and dissemination of innovative pedagogical practices of teachers involved in CoP.** This sub-component has the following activities: *Monitoring*: establishing guidelines for the monitoring of CoP, designing an online instrument for supervision, and providing continuous feedback to communities. *Evaluation:* establishing guidelines for the evaluation of innovative pedagogical practices and teacher collaboration and designing an online instrument that would allow for the aggregation of final products and of group and individual learnings. *Dissemination*: designing and implementing a communication and dissemination strategy to targeted teacher and student audiences (income and gender-based) to, raise awareness of the work of CoPs and promote innovative pedagogical practices across groups.

Component 2: Strengthening Collaborative Applied Research and Innovative Teaching across Higher Education Institutions (US$230 million, IBRD financing US$115 million)

18. **The objective of this component is to strengthen collaborative applied research and innovative teaching across academic bodies and promote the formation of long-lasting cutting-edge academic alliances among public HEIs.** This component would finance competitive research grants for the development of collaborative applied research and the implementation of education innovations resulting from applied research for improving teaching and learning processes and content. The criteria for approving grants would include: (i) a coherent research plan across

[10] The Coordination Committee would be integrated by the General Directors of DGESPE and DGESU and staff members from both offices.

academic bodies proposing research that addresses relevant local, regional or national development issues[11]; and (ii) a plan for the design or redesign of courses that include education innovations created as a result of the alliances. Special consideration would be given to proposals that show cost-effectiveness in promoting the use of ICT in classroom teaching-learning processes and digital skills development. Furthermore, the Project would encourage proposals that promote equity among disadvantaged socio-economic institutions, gender, and indigenous groups. Academic alliances must (i) be led by State Public Universities or State Public Universities with Solidarity Support, and (ii) include participation of Academic Bodies from four or more HEIs of other sub-systems - including at least one Teacher Training College - in the same macro region. Federal funding for this component would derive from three programs - PRODEP, PFCE and ProExoEES - and projects would need to comply with their guidelines and rules of operations

19. **The structure of this component would follow a similar framework used by the National Council for Science and Technology (*Consejo Nacional de Ciencia y Tecnología* - CONACyT) Call-for-Proposals and incorporate the lessons learned by CONACyT into its design**. The Project will, however, add considerable value to the work started by CONACyT. First, the Project would support larger scale projects, that is, the disbursement of research funding per project would average 50 million Mexican Pesos, while CONACyT's research funding averaged 2.1 million Mexican Pesos in 2015. Second, the Project would support the transformation of research into education innovations in the classroom, making research relevant to teaching practices. Third, while 70% of CONACyT's projects are granted to individual researchers and 30% are granted to groups of researchers, the Project would put 100% emphasis on the formation of inter-institutional Academic Alliances, fostering long-lasting collaborations to encourage knowledge exchange and to close the existing gaps across HEIs. Historically, less research-intensive public HEIs (i.e. those that are not State or Federal Universities) have received less than 10% of CONACyT's funding during these calls. Through these collaborations, the Project would be promoting the participation of these institutions.

Component 3: Strengthening of Indicators and Quality Assurance for Continuous Institutional Improvement (US$4 million, IBRD financing US$2 million)

20. **The objective of the component is to foster a process of knowledge sharing and collaboration among HEIs to improve their internal quality assurance indicators and systems in support of continuous improvement**. The component would build off of an existing process of inter-institutional collaboration called PIDES – *Planeacion Integral de la Educacion Superior* (www.pides.mx) in which over 600 HEIs have gathered during 8 meetings to discuss and create projects focused on 7 priority areas as defined by the institutions – Access, Learning, Quality, Relevance, Technology, Research, and Continuous Education. PIDES represents the first time that HEIs from distinct sub-systems have come together to discuss quality improvement. The meetings have been very successful and the institutions have demonstrated strong enthusiasm to cooperate.

21. **Sub-component 3.1: Development of indicators and pilot of new models for internal quality assurance.** This sub-component would bring together all public HEIs from the eight regional groups participating in PIDES to engage in 5 iterative working groups over 5 years of the project. Each year will address a distinct theme and support development of continuous improvement plans in each institution. The 5 annual themes are as follows: (i) Diagnostic and comparative study of system of indicators in HEIs; (ii) Creation of new models for internal quality assurance using HE Indicators; (iii) Contrasting the models of HEI indicators for quality assurance with existing

[11] National problems are defined as those prioritized by the Special Program on Science, Technology and Innovation 2014-2018 (PECITI) within the areas of environment, knowledge of the universe, sustainable development, technological development, energy, health and society.

models, taking into consideration new perspectives; (iv) Designing models for quality assurance and continuous improvement of new and existing programs and institutions in Mexico's HE System; and (v) Pilot implementation and evaluation of new models of quality assurance, taking into consideration new perspectives by type of HEIs.

22. **Sub-component 3.2: Supporting Impact and Process Evaluations**. The following are the set of studies that this sub-component would support. The first study would evaluate the impact of communities of practice on teacher and student outcomes. In order to encourage participation and evaluate the effectiveness of these communities, the Project would provide support to DGESPE to randomize a group of 80 Colleges that would receive more information and be encouraged to participate and allocate budget for this training program in the first phase. Another group of 80 Colleges would serve as a control group.[12] The second study would evaluate the process through which research funding leads to successful collaborative applied research projects and education innovations in Component 2. The third study would evaluate the process through which HEIs adopt and use improved indicators and quality assurance systems throughout the duration of the Project for continuous improvement.

[12] The impact evaluation would be confirmed after the sample of Colleges participating in the first phase is confirmed.

SAFEGUARDS

A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The Project would be implemented by SEP, through the Head Administrative Office (Oficialia Mayor), General Directorate of University Higher Education (Dirección General de Educacion Superior Universitaria, DGESU), General Directorate of Higher Education for Education Professionals (Dirección General de Educacion Superior para Profesionales de la Educación, DGESPE). DGESU and DGESPE would jointly coordinate Component 1, DGESE would coordinate Components 2 and 3, and the Head Administrative Office would allocate and manage the funds.

In order to implement the activities described in Components 1, 2 and 3, the Secretariat of Public Education (Secretaría de Educación Pública, SEP), through the Sub-secretariat of Higher Education (Subsecretaría de Educación Superior, SES), would issue a number of calls for proposals, inviting Higher Education Institutions to submit applications to participate in a 4 year program.

The risks and potential impacts on the environment for this Project are considered low and only related with the procurement of informatics and communication technological equipment needed for the implementation of component 2. The adaptation of physical infrastructure involved in each participating institution might have some impact on the environment (adaptation refers mainly to ICT infrastructure for connectivity and access to computers – refitting rooms to allow air conditioning, cabling, projectors, etc.).

These activities involve procuring and replacing equipment necessary for the implementation of the activities that would be defined and approved in each participating institution (universities, teacher training colleges or other eligible institutions). The replacement or obsolescence of equipment would generate electronic waste that would involve special handling in accordance with the national law.

Due to these circumstances, operational policy 4.01 Environmental Assessment would be instituted. Since the execution of each proposal would be independent, an Environmental Management Plan would be instituted as a safeguard instrument, focused on the proper handling of electronic waste and other waste generated during the infrastructure adaptation. The EMP includes, conservation, reuse, recycling and adequate disposal of Special Management Waste. The guidelines and national legal framework are established through the General Law for the Prevention and Management of Waste and NOM- 161 SEMARNAT-2011.

B. Borrower's Institutional Capacity for Safeguard Policies

The Borrower, through the General Direction of Higher Education Studies (DGESU) will be the responsible to comply with Safeguard Policies through the implementing institution in each region. The environmental risk is considered Low. There is a low likelihood that the achievement of the Project could be affected by exogenous environmental events because they are not present in the Project. The social risk is also low, Physical Cultural Resources OP/BP 4.11 and Involuntary Resettlement OP/BP 4.12 do not apply for this Project. During project preparation the team will assess the Borrower's capacity in regards to the application of Indigenous Peoples OP/BP 4.10.

C. Environmental and Social Safeguards Specialists on the Team

Dora Patricia Andrade, Francisco Peyret Garcia

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This project is rated as Category B. Operational Policy OP/BP 4.01 Environmental Assessment is triggered and the project will only develop an Environmental Management Plan EMP, focused on the proper handling of electronic waste and other waste generated during the infrastructure adaptation, which includes, conservation, reuse, recycling and adequate disposal of Special Management Waste. The EPM would incorporate mechanisms for monitoring and recording, consultation with stakeholders and the grievance mechanism, which are essential for compliance with the OP. These activities only involve procuring and replacing equipment necessary for the implementation of the activities that would be defined by each participating alliance of institutions (universities or schools that participate in the call for proposals). Replacement or obsolescence of equipment that would generate electronic waste and require special handling would be observed in accordance with the national law. In 2010 SEMARNAT conducted a very complete assessment of the status of e-waste in Mexico and has updated the General Law for the Prevention and Management of e-Waste as well as developed an official policy guide for e-waste management (NOM-161 SEMARNAT-2011). The application of this safeguard instrument would be included in the operational manual. The universities benefiting from the Project will report on the status of any e-waste disposal in their reports to SEP.
Natural Habitats OP/BP 4.04	No	This policy is not triggered given that the Project will not support interventions near or in reserves or natural habitats.

Forests OP/BP 4.36	No	This policy is not triggered given that the Project will not support interventions in the forest.
Pest Management OP 4.09	No	This policy is not triggered given that the Project will not support acquisition or use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The Project does not have interventions in areas with physical or cultural resources.
Indigenous Peoples OP/BP 4.10	Yes	Indigenous Peoples OP/BP 4.10, the Borrower, through the General Coordination of Intercultural and Bilingual Education (CGEIB), would be responsible for implementing the measures related to this policy. The Project would develop a communication strategy to raise awareness of the Project and the call for proposals for Components 2 and 3. An objective of the communication strategy would be to increase the participation of Intercultural Universities, of whose student population come from rural and indigenous communities. The project undertook a rapid social assessment to inform the IPPF in coordination with the General Coordination of Intercultural and Bilingual Education (CGEIB) that coordinates Intercultural Universities in the country. A regulatory framework analyzed in the IPPF and no gaps between OP 4.10 and existing framework identified. The application of this safeguard instrument would be included in the operational manual. A consultation process for the IPPF will take place with each of the Directors of the major sub-systems in the country which include the public state universities (includes the intercultural universities); the teacher training colleges; the technical institutes; and the pedagogical universities. The Coordinación General de Educación Intercultural y Bilingüe (CGEIB) in SEP will also take the lead to facilitate these consultations with leaders of these sub-systems and the 11 intercultural universities. The IPPF will also be shared for comments with the Comisión Nacional para el Desarrollo de los Pueblos Indígenas (CDI). The consultation on the IPPF will take place prior to appraisal.
Involuntary Resettlement OP/BP 4.12	No	This policy is not triggered given that the Project will not represent a risk in terms of population resettlements or access to natural resources.
Safety of Dams OP/BP 4.37	No	This policy is not triggered given that Project activities will not rely on the performance of existing dams.
Projects on International Waterways OP/BP 7.50	No	This policy is not be triggered because the proposed Project will not affect International Waterways.

Projects in Disputed Areas OP/BP 7.60	No	This policy is not triggered because the proposed Project will not affect disputed areas as defined under the policy.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Jan 17, 2017

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

A comprehensive analysis of national regulations for e-waste was carried out by the Environment and Natural Resources office (SEMARNAT) in 2010 to ensure strong regulatory framework for the handling and disposal of e-waste. An Environmental Management Plan for the proper management of the e- waste and an IPPF for engagement of indigenous groups from Intercultural universities will be developed as safeguard instruments that will be included in the Operational Manual of the Project. These instruments will be disclosed in the institutional web page, and in the World Bank external website. The EMP for the e-waste and IPP will be prepared, cleared and disclosed before the Appraisal mission, and will be integrated into the call for proposals and agreements between SEO and the participating institutions.

CONTACT POINT

World Bank

Robert J. Hawkins, Javier Botero Alvarez
Senior Education Specialist

Borrower/Client/Recipient

Ministry of Finance and Public Credit (Secretaria de Hacienda y Credito Publico, SHCP)

Implementing Agencies

Secretaria de Educación Pública
Salvador Jara Guerrero
Subsecretario de Educacion Superior
salvador.jara@nube.sep.gob.mx

FOR MORE INFORMATION CONTACT

The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-4500
Fax: (202) 522-1500
Web: http://www.worldbank.org/infoshop

APPROVAL

Task Team Leader(s):	Robert J. Hawkins, Javier Botero Alvarez

Approved By

Safeguards Advisor:	Noreen Beg	04-Jan-2017
Practice Manager/Manager:	Yves Jantzem	04-Jan-2017
Country Director:	Jutta Ursula Kern	10-Jan-2017