



## **RESULTS REPORT**

### **Evaluation of the Program Cloud9World in Public and Private Primary Schools: Mexico City and Ecatepec, State of Mexico**

September 2017

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**RESULTS REPORT**  
**EVALUATION OF THE PROGRAM C9W IN PUBLIC**  
**AND PRIVATE SCHOOLS:**  
**MEXICO CITY AND ECATEPEC DE MORELOS, STATE OF MEXICO**

**I. INTRODUCTION**

In 2010, *Cloud9World* emerged as a program to develop social-emotional skills and values for basic education students. *Cloud9World* focuses on academic growth and developing self-confident, cooperative children with greater self-understanding, and capable of making responsible decisions so that they become happy human beings and ethical citizens.

The methodology of *Cloud9World* consists of incorporating into the educational areas of the program of each school, activities based on books whose narrative, in Spanish or English, contributes to the construction of social-emotional skills, values and enriches children's language.

Currently, *Cloud9World* has presence in 9 countries and in several of them has managed to obtain evidence of its positive implementation results in schools. In Mexico, *Cloud9World* through CENFOVA, S.A. DE C.V. –a company that has the exclusive license to promote, distribute and sub-license the *Cloud9World* system in Mexico– entrusted GESIP S.C. with the task of gathering evidence of its implementation results in public and private schools in Mexico City, as well as in public schools in the municipality of Ecatepec de Morelos, in the State of Mexico.

To accomplish this, during 2017 GESIP S.C. developed a project to gather evidence and information about the results that the *Cloud9World Program* was generating in public and private primary schools in Mexico City and public schools in the municipality of Ecatepec de Morelos, State of Mexico. After a 4-month implementation period, results focused on the learning of three values: Acceptance, Cooperation and Commitment.

This report presents the results obtained from the participating schools by comparing the results before *Cloud9World* implementation (pre-test) with the results after program implementation (post-test). It should be noted that a comparison is also made between trial schools (those that implemented the program) and control schools (schools that did not implement the program).

This document provides an overview of the results of *Cloud9World* implementation by school actors and type of participating schools in connection with the understanding and application of values, school achievement, school climate, school attendance and behavior in the classroom.

The school actors in this analysis are the students from 1st to 6th grade of primary school, their parents, as well as the administrators and teachers of the schools selected for this research project.

## **II. METHODOLOGY**

This section describes the participating schools, the dimensions evaluated, as well as the sources of information.

### **2.1 Information Gathering**

Based on a quantitative analysis, the study aims to evaluate the results and generate evidence on a 4-month implementation period of the *Cloud9World* Program in the context of public and private primary schools in the State of Mexico. The information gathered relates to 3 values worked on by *Cloud9World*: ***acceptance, cooperation*** and ***commitment***, through primary sources (surveys to school administrators, teachers, parents/guardians and students) as well as secondary sources (grades and attendance records).

### **2.2 Participating Schools**

Of a total of 32 participating schools and in order to conduct the study, they were divided into 29 **trial** schools and 3 **control** schools (See Annex 1: Participating Schools). In addition, these schools were categorized into three types:

- a) **Public primary schools in Ecatepec de Morelos, State of Mexico:** 17 **trial** schools and 1 **control** school.
- b) **Public primary schools in Mexico City:** 6 **trial** schools during the schedule of the Greetings Program<sup>1</sup>, 1 sample school during the morning session and 1 **control** school.
- c) **Private primary schools in Mexico City:** 5 **trial** schools and 1 **control** school.

### ***Trial Schools***

In **trial** schools, an evaluation prior to the implementation of *Cloud9World* (pre-test) was carried out, followed by a 4-month period on values training, using the *Cloud9World* methodology and materials, considering specifically three values: acceptance, cooperation and commitment. Finally, another evaluation (post-test) was carried out again with the same instruments used in the pre-test. (See Annex 2: Evaluation Instruments).

### ***Control Schools***

In **control** schools, the pre-test and the post-test were applied without developing the work on values training under the methodology proposed by *Cloud9World*.

### **Selection of Participating Schools**

- a) **Public primary schools in Ecatepec de Morelos, State of Mexico:**

The participating **trial** schools correspond to the schools participating in the Schools of Peace Project, promoted by the National Program for the Prevention of Crime (PRONAPRED 2016) and the local government of Ecatepec de Morelos. The above responds to an interest of the educational authorities to promote and articulate

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<sup>1</sup> The Greetings Program operates in 120 full-time schools in Mexico City and consists of offering food and various workshops focused on strengthening life skills. It takes place during after-school hours (once school hours are finished) from 2:30 to 5:00 pm. Participation in this program is voluntary.

strategies to strengthen the learning of social emotional skills and values, in response to one of the priorities of the 2017 Educational Model.<sup>2</sup>

**Control** schools were selected by the educational authorities. The selection criteria presents similar characteristics to sample schools, that is, same locality, similar enrollment, socioeconomic context and being beneficiaries of the same programs and interventions.

b) **Public primary schools in Mexico City:**

The participating schools are part of the Greetings Program, whose objective is "Educating for life." This objective coincides with the objectives set out by *Cloud9World*.

In this case, the educational authorities of Mexico City, selected as trial schools, those located in Region 1, within the Gustavo A. Madero Delegation, since it is the area with the greatest needs in terms of social structure, families, as well as problems of violence and insecurity.

It should be noted that one of the selected schools participating in the Greetings Program requested the implementation of *Cloud9World* during school hours. In this way, Professor Roberto Oropeza School implemented *C9W* both during the Greetings schedule and in school hours (both as part of trial schools).

In order to be a **control** school, a school was selected in the same delegation and with characteristics similar to the sample in terms of enrollment, social context and participating in the same programs and interventions.

c) **Private primary schools in Mexico City:**

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<sup>2</sup> 2017 Educational Model, available on the official website of the government of Mexico: [https://www.gob.mx/cms/uploads/attachment/file/198738/Modelo\\_Educativo\\_para\\_la\\_Educacio\\_n\\_Obligatoria.pdf](https://www.gob.mx/cms/uploads/attachment/file/198738/Modelo_Educativo_para_la_Educacio_n_Obligatoria.pdf)

For the participation of private primary schools in Mexico City, invitations were sent to 22 schools, randomly selected from a database of 153 private primary schools in Mexico City. Of the 22 invited schools, those who showed the greatest interest were selected, and a diverse sample was sought in terms of: enrollment, cost of tuition and social context.

As **control** school, a school with "average" characteristics was selected based on the selection criteria.

It is worth mentioning that, in the case of private schools in Mexico City, the **control** school abandoned the study during its development. So in the case of private schools in Mexico City, the results presented in this report do not include the comparison between pre-test and post-test in control schools.

## 2.3 Evaluated Dimensions

TABLE 1. METHODOLOGICAL MATRIX				
Dimension	Variables	Indicators	Information Source	Collecting Technique
I. C9W social and emotional skills and values	<ul style="list-style-type: none"> <li>Understanding of the values acceptance, cooperation and commitment</li> <li>Practice of the values acceptance, cooperation and commitment</li> </ul>	<ul style="list-style-type: none"> <li>Meaning that students give to the values of acceptance, cooperation and commitment before and after the intervention</li> <li>Percentage of students, teachers and parents that put into practice the worked-on values of acceptance, cooperation and commitment before and after the intervention</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers or workshop facilitators</li> <li>Parents or guardians</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>
II. Learning achievement	<ul style="list-style-type: none"> <li>Overall learning achievement</li> <li>Learning achievement in Spanish</li> <li>Learning achievement in civics and ethics</li> </ul>	<ul style="list-style-type: none"> <li>Overall grade average of the 2nd and 5th two-month terms</li> <li>Average of grades in Spanish of the 2nd and 5th two-month terms</li> <li>Grade average in civics and ethics of the 2nd and 5th two-month terms</li> </ul>	<ul style="list-style-type: none"> <li>Record of school grades of the 2nd and 5th two-month terms</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the documentation given by the school/educational authorities</li> </ul>
III. School climate	<ul style="list-style-type: none"> <li>Perception of relationships at school</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students, teachers and parents that perceived an improved school climate after the intervention</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers or workshop facilitators</li> <li>Parents</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>
IV. Classroom behavior	Students' perception of classroom behavior related to <ul style="list-style-type: none"> <li>Acceptance</li> <li>Cooperation</li> <li>Commitment</li> </ul>	<ul style="list-style-type: none"> <li>Average percentage of students' behavior improvement perceived by teachers or workshop facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Teachers or workshop facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>

## 2.4 Evaluation Instruments



7 ad hoc surveys were designed for this study (See Annex 2: Evaluation Instruments).

1. Survey for school administrators
2. General survey for teachers
3. Survey for teachers, on the behavior of 4 students
4. Survey for parents/guardians
5. Survey for low primary school grades (1st, 2nd and 3th grades of primary school)
6. Survey for high primary school grades (4th, 5th and 6th grades of primary school)

The survey administration modality is detailed below:

<b>TABLE 2. SURVEY ADMINISTRATION MODALITY</b>		
Survey	Administration Modality	Duration
<b>E-A: Administrators</b>	Individual survey administered by an interviewer	Half an hour
<b>E-B: Teachers General</b>	Self-administered survey for each teacher/workshop facilitator, with prior instructions	Instructions: half an hour Survey completion time: 1 hour
<b>E-C: Teachers for 4 students</b>	Self-administered survey for each teacher/workshop facilitator, with prior instructions	Instructions: half an hour Survey completion time: 1 hour
<b>E-D: Parents/Guardians</b>	<ol style="list-style-type: none"> <li>1. In public schools: Self-administered survey for a group with instructions and support from an interviewer</li> <li>2. In private schools: Individual self-administered survey, sending the survey home with the students to be answered by their parents/guardians</li> </ol>	<ol style="list-style-type: none"> <li>1. Public schools: 30 – 60 minutes</li> <li>2. Private schools: 20 minutes of instructions from teachers to send the survey</li> </ol>
<b>E-E: Low primary school students</b>	1st, 2nd and 3th grades. Self-administered survey guided by an interviewer to a sample of 5 students of each gender per grade	15 min per student
<b>E-F: High primary school students</b>	4th, 5th and 6th grades. Self-administered survey for a group, guided by an interviewer	1 hour

In addition to the administered survey, each school was required to submit:

1. Grades records of the 2nd and 4th two-month terms (February and July of the school year 2016-2017)
2. Attendance records of the 2nd and 4th two-month terms (February and July of the school year 2016-2017)

## 2.5 Actors of this study

The study involved students from the 1st to 6th grades of primary school, teachers, administrators and parents. The study had a total of 4,735 participants in the pre-test and 3,436 participants in the post-test. School groups according to the participating criteria included:

Trial schools: 4,325 participants in the pre-test, and 3,246 in the post-test

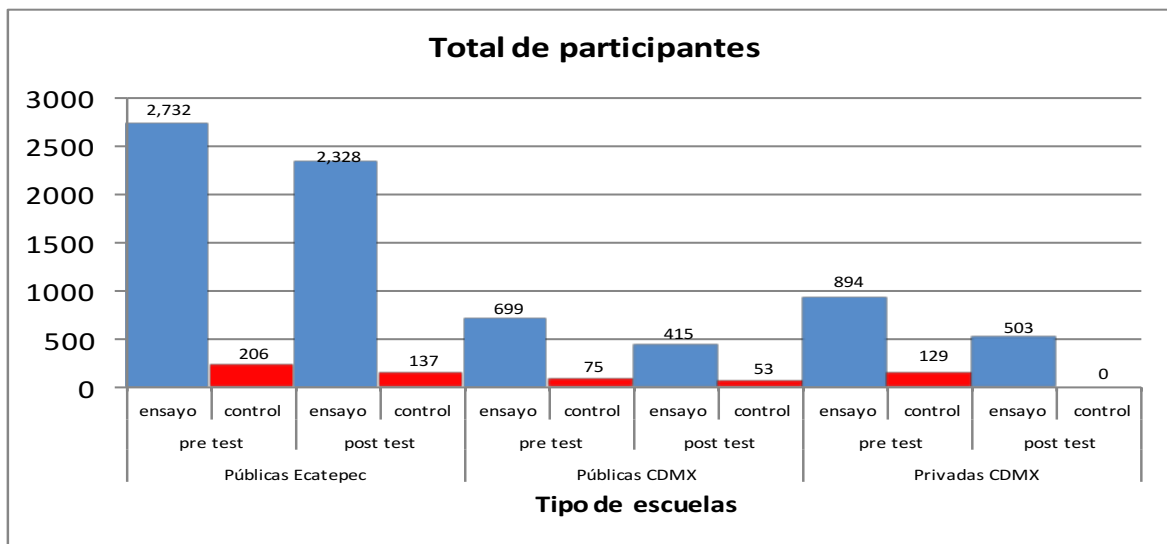
Control schools: 410 participants in the pre-test and 190 in the post-test

The participation distribution according to school type and actors is presented in *Table 3: Participating Actors* and in *Chart 1: Participants per Type of School*.

It can be observed that for the pre-test there were a greater number of participants as compared with the post-test. This is due to the difficulty presented in some schools to administer or collect post-test surveys, especially in some private schools in Mexico City where even the control school abandoned the study.

Type of school	Participation Modality	Administrators		Teachers		Parents/ Guardians		Low primary school students		High primary school students		TOTAL	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Public primary schools in Ecatepec	Trial	16	13	92	91	903	743	492	420	1,229	1,061	<b>2,732</b>	<b>2,328</b>
	Control	1	1	6	6	73	70	30	30	96	30	<b>206</b>	<b>137</b>
Public primary schools in Mexico City	Trial	7	7	14	17	256	111	167	123	255	157	<b>699</b>	<b>415</b>
	Control	1	1	2	5	27	3	19	18	26	26	<b>75</b>	<b>53</b>
Private primary schools in Mexico City	Trial	5	3	31	10	431	166	147	122	280	202	<b>894</b>	<b>503</b>
	Control	1	0	6	0	65	0	28	0	29	0	<b>129</b>	<b>0</b>
<b>TOTAL</b>		<b>31</b>	<b>25</b>	<b>151</b>	<b>129</b>	<b>1,755</b>	<b>1,093</b>	<b>883</b>	<b>713</b>	<b>1,915</b>	<b>1,476</b>	<b>4,735</b>	<b>3,436</b>

**Chart 1: Participants per Type of School**



Considering gender distribution among participants, we observe a greater female participation both in trial schools as well as in control schools.

In trial schools, participation counted on:

2,664 female and 1,520 male in the pre-test

2,047 female and 1,186 male in the post-test

In control schools, participation consisted of:

267 female and 135 male in the pre-test

126 female and 63 male in the post-test

Participation Modality		TABLE 4: PARTICIPANTS BY GENDER																	
		Administrators			Teachers			Parents/Guardians			Low Primary Students			High primary students			TOTAL		
		M	F	NC	M	F	NC	M	F	NC	M	F	NC	M	F	NC	M	F	NC
Trial	Pre-test	16	12	0	31	106	0	145	1,304	141	402	404	0	926	838	0	1,520	2,664	141
	Post-test	12	10	1	28	88	2	95	920	5	322	340	3	729	689	2	1,186	2,047	13
Control	Pre-test	1	2		3	11	0	27	130	8	39	38	0	65	86	0	135	267	8
	Post-test	0	2	0	3	7	1	11	62	0	24	24	0	25	31	0	63	126	1

### III. RESULTS

This section presents the incidence of the Cloud9World Program in participating schools with respect to each of the dimensions evaluated.

The utilized analysis strategy groups the results into seven sections that correspond to each of the evaluated dimensions. Each section contains the relevant descriptive information before (pre-test) and after (post-test) implementing the Cloud9World methodology linked to the three worked-on values: acceptance, cooperation and commitment. A bivariate analysis is made between different characteristics of interest and the subdivision of test and control schools. In some cases, the analysis is made based on the percentage difference, and in others, it is calculated by the  $\chi^2$  (*chi squared*) test of association to determine the association or independence between variables of interest.

#### 3.1 Inclusion of social and emotional skills and values in school practices

Various studies show the correlation between the development of social and emotional skills with academic performance, attitudes, social performance and behavior of basic-education students.<sup>3</sup> In Mexico, the importance of including personal and social development as part of curricular content and transversal learning is presented in the 2017 Educational Model as a priority to achieve comprehensive quality education. However, in many cases, schools do not count on the appropriate methodology or tools to effectively

<sup>3</sup> Child Development (July 2017). "Promotion of positive youth development through social learning interventions and school-based emotions: a meta-analysis of follow-up effects"

integrate curricular content, school practices and relationships, development of social and emotional skills, and values.

School administrators and teachers were asked about the inclusion of values as part of their school and educational practices.

The results show that, during the school year that the Cloud9World Program (C9W) was implemented, the inclusion of social and emotional skills increased by 1.4% and the inclusion of values in test schools by 4.3%, while in control schools no change was observed.

**As reported by administrators and teachers, Cloud9World contributed to the inclusion of social and emotional skills (by 1.4%) and values (by 4.3%) in school practices.**

<b>Table 3: Incorporation of SOCIAL AND EMOTIONAL SKILLS in school practices</b>				
<b>Since when do you use strategies for the development of SOCIAL AND EMOTIONAL SKILLS?</b>	<b>TRIAL</b>		<b>CONTROL</b>	
	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>
<i>Current school year</i>	3.6%	5.0%	0.0%	0.0%

<b>Table 4: Incorporation of VALUES in school practices</b>				
<b>Since when do you use strategies for the development of VALUES?</b>	<b>TRIAL</b>		<b>CONTROL</b>	
	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>
<i>Current school year</i>	0.0%	4.3%	0.0%	0.0%

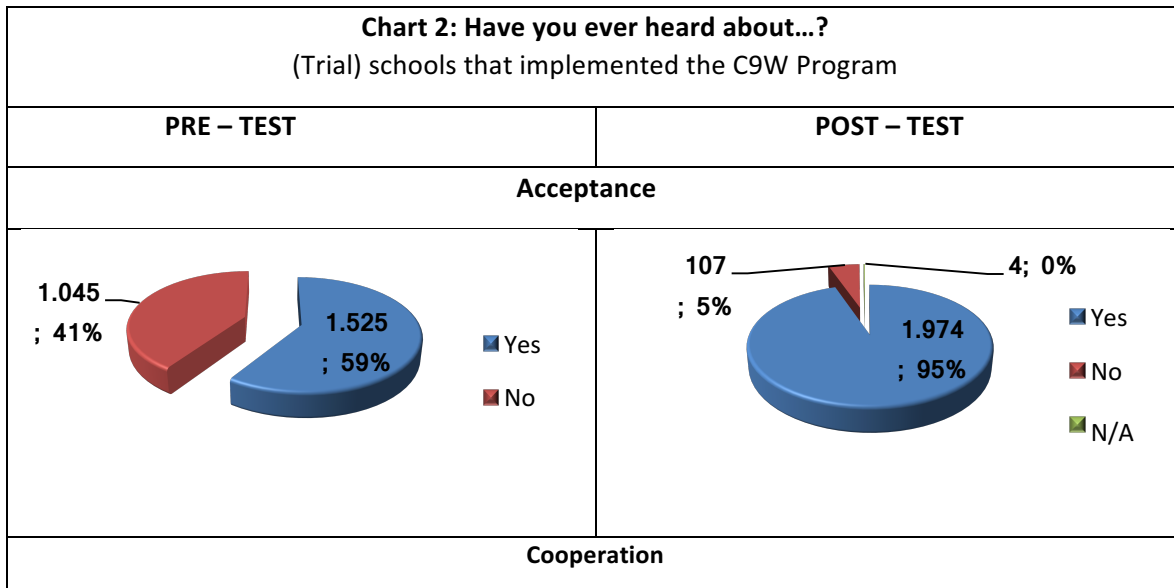
### 3.2 Understanding values

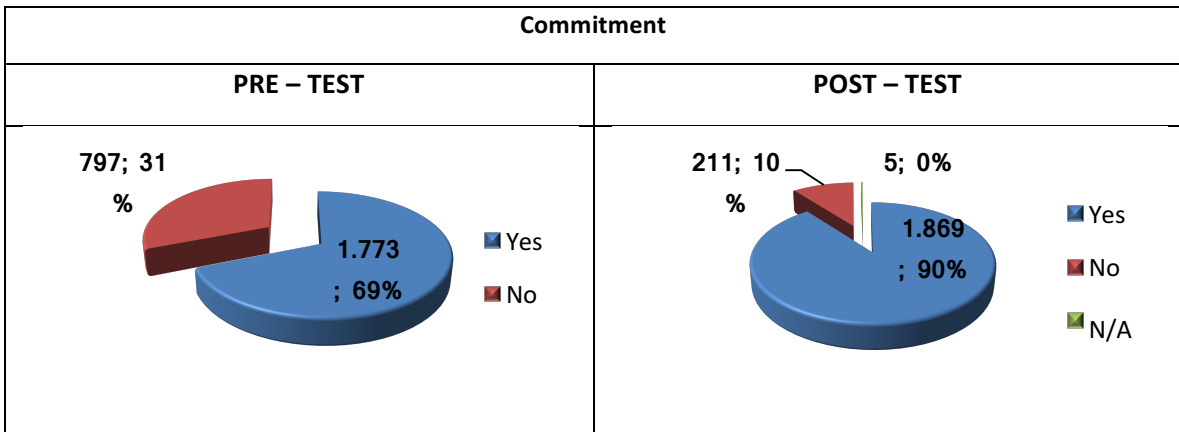
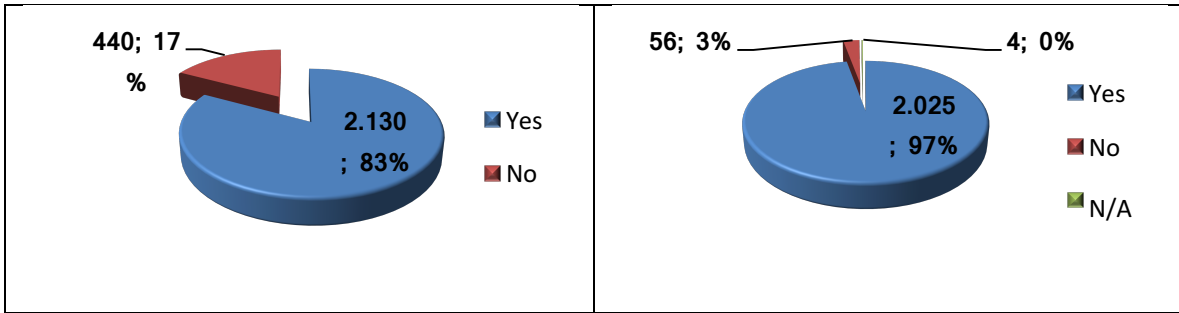
This section contemplates two parts: on one hand, students were asked if they had any knowledge, that is, if they had heard about the values of acceptance, cooperation and commitment. On the other hand, students, administrators, teachers and parents were asked about their understanding of each of the three assessed values.

In addition, the results show the impact of the C9W Program in connection with the knowledge and understanding of the three assessed values on the participating actors. For each value, a comparison is made by type of school and actor, and the  $\chi^2$  (*squared chi*) Test of Association is calculated to determine the association or independence between trial and control schools.

#### 3.2.1 Knowledge of values

Low primary school students were asked if they had heard about acceptance, cooperation and commitment. The results show that **the schools that implemented the C9W Program show a statistically significant percentage difference (0.000 statistical significance level), before and after the program (pre- and post-test) related to the knowledge of the three values.**





Acceptance

**There is a statistically significant difference (0.000 statistical significance level) in the schools that implemented the C9W Program (trial schools), in both high and low primary school students in relation to the knowledge of the value of acceptance. This trend is observed in the three types of schools and in the total. In other words, the percentage of students who have heard about acceptance after the C9W program increased by 50.4% in low primary students and 38.6% in high primary students.**

In the schools that did not implement the Program (**control schools**), a statistically significant difference (statistical significance level of 0.000) is observed between the pre and post-test in high primary students with respect to the knowledge of the value of acceptance, with a percentage difference of 40%. In low primary students, the percentage difference of 11.5% is not statistically significant (level of statistical significance of 0.208),

indicating that in this case there is **no** difference between the pre- and post-test with respect to the knowledge of the value of acceptance.

Tables 5 and 6 show the percentage differences, by type of school, both in low and high primary school students in schools that implemented the C9W Program (trial) and in those that did not implement it (control) with respect to the question, “Have you ever heard about acceptance?” The percentage differences that are statistically significant are indicated in green.

Table 5. HAVE YOU EVER HEARD SPEAK OF ACCEPTANCE?								
TRIAL SCHOOLS								
School actor	Public Ecatepec		Public Mexico City		Private Mexico City		Total	
	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level
Low primary std.	54.3%	0.000	46.00%	0.000	41.2%	0.000	50.40%	0.000
High primary std.	32.4%	0.000	26.4%	0.000	13.9%	0.000	38.6%	0.000

Table 6. HAVE YOU EVER HEARD SPEAK OF ACCEPTANCE?								
CONTROL SCHOOLS								
School actor	Public Ecatepec		Public Mexico City		Private Mexico City		Total	
	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level
Low Primary Students	-3.40%	0.795	24.60%	0.134	N/A	N/A	11.50%	0.208
High primary students	43.3%	0.000	19.20%	0.067	N/A	N/A	39.90%	0.000



Cooperation

**There is a statistically significant difference (0.000 statistical significance level) in the schools that implemented the C9W Program (trial schools), in both high and low primary school students in relation to the knowledge of the value of cooperation.**

This trend is observed totally. The only case in which the percentage difference is not statistically significant (statistical significance level of 0.059) is in high primary students in the private primary schools of Mexico City. However, in global terms, the percentage of students who have heard about cooperation after the C9W Program increased 30% in low primary students and 7.6% in high primary students.

In schools that did not implement the program (control schools), regarding the knowledge of the value of cooperation between pre- and post-test, the observed percentage difference is 10.4% in low primary students and 6.6% in high primary students (level of statistical significance of 0.132 and 0.048 respectively) that is not statistically significant. As can be seen in table 8, in no type of school, whether low or high primary students, were differences found in control schools regarding the knowledge of the value of cooperation.

Tables 7 and 8 show the percentage differences, by type of school, both in low and high primary school students in schools that implemented C9W (trial schools) and in those that did not implement it (control schools) related to the question, “Have you ever heard about cooperation?” The percentage differences that are statistically significant are indicated in green.

Table 7. HAVE YOU EVER HEARD SPEAK OF COOPERATION?								
TRIAL SCHOOLS								
School actor	Public Ecatepec		Public Mexico City		Private Mexico City		Total	
	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level
Low primary std.	31.7%	0.000	18.9%	0.000	29.8%	0.000	28.9%	0.000
High primary std.	9.8%	0.000	2.6%	0.000	2.4%	0.059	7.6%	0.000

Tabla 8. HAVE YOU EVER HEARD SPEAK OF <b>COOPERATION?</b> <b>CONTROL SCHOOLS</b>								
School actor	Public Ecatepec		Public Mexico City		Private Mexico City		Total	
	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level
Low primary std.	3.40%	0.718	15.50%	0.168	N/A	N/A	10.40%	0.132
High primary std.	6.20%	0.161	11.50%	0.074	N/A	N/A	6.60%	0.048

### Commitment

**A statistically significant difference (level of statistical significance of 0.000) is observed in schools that implemented the C9W program (trial schools),** both in low primary and high primary students regarding the knowledge of the value of commitment. This tendency is observed in the total and in the three types of school. The percentage of students who have heard of commitment after the C9W Program increased 41% in low primary students and 11% in high primary students.

In schools that did not implement the Program (**control schools**), a percentage difference is observed regarding the knowledge of commitment of 12% between pre- and post-test in low primary students and 0.3% in high primary students (level of statistical significance of 0.188 and 0.971 respectively) that is **not** statistically significant. As can be seen in Table 10, none of the cases presented significant differences: type of school, low and high primary school students, indicating that in schools that did not implement C9W there is no knowledge of the value of commitment

Tables 9 and 10 show the percentage differences, by type of school, both in low and high primary school students in schools that implemented C9W (trial schools) and in those that did not implement it (control schools) with regard to the question, “Have you ever heard of commitment?” The percentage differences that are statistically significant are indicated in green.

Table 9. HAVE YOU EVER HEARD SPEAK OF COMMITMENT?								
TRIAL SCHOOLS								
School actor	Public Ecatepec		Public Mexico City		Private Mexico City		Total	
	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level
Low primary std.	42.3	0.000	34	0.000	43.6	0.000	41.2	0.000
High primary std.	15	0.000	0.8	0.000	4.8	0.015	11.4	0.000

Table 10. HAVE YOU EVER HEARD SPEAK OF COMMITMENT?								
CONTROL SCHOOLS								
School actor	Public Ecatepec		Public Mexico City		Private Mexico City		Total	
	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level	Percentage difference	Statiscal Significance Level
Low primary std.	3.30%	0.796	8.50%	0.603	N/A	N/A	12.10%	0.188
High primary std.	3.40%	0.663	19.30%	0.15	N/A	N/A	0.30%	0.971

**3.2.2 Understanding of Values**

In order to assess the understanding of values, low and high primary students, teachers, administrators and parents were asked, “In your own words, what do "acceptance", "cooperation" and "commitment" mean?” Responses were open and in order to process them, they were grouped by categories resulting from the answers obtained. Next, the answers obtained before and after C9W implementation (pre- and post-test) are presented for each of the worked-on values –acceptance, cooperation and commitment– and type of actor.

**Acceptance**

In the framework of C9W the work related to the value of "acceptance" comprises three central meanings: a) acceptance of change; b) acceptance of the other and c) acceptance of self. Taking these meanings as a reference will indicate the most relevant results achieved by the different actors:

- Most significant changes in the understanding of the value of acceptance are were observed in **low primary students**. Before C9W (pre-test), the value is associated mainly with the act of

*receiving something* (40%), and *accepting oneself* (30%) which shows a different and limited meaning compared with that proposed by C9W. After the intervention, the most frequent answers correspond to the three meanings proposed by C9W: a) *accepting others as they are* (38%), b) *accepting situations* (36%) and c) *accepting oneself* (14%).

TABLE 11. RESPONSES OF LOW PRIMARY STUDENTS ON ACCEPTANCE

PRE-TEST: LOW PRIMARY STUDENTS		POST-TEST: LOW PRIMARY STUDENTS	
What does acceptance mean?	(%)	What does acceptance mean?	(%)
Accept something (i.e. a gift)	40.4	Accept people as they are	38.0
Accept yourself as you are	29.8	Accept something, daily situations	35.7
Respect / Education/ Values	7.2	Accept yourself as you are	13.7
That you are accepted somewhere	6.9	Accept your actions	3.4
Accept people as they are	6.9	I don't know / No response	3.1
I don't know / No response	3.7	Respect / Education/ Values	2.9
Accept your actions whether they are right or wrong	3.4	Other	2.2
Other	1.7	That you are accepted somewhere	0.6
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

- A less significant difference can be found among **high primary students** before and after implementing C9W. The percentage increases 4% for students who identify the concept of “accepting others as they are” more frequently (from 45% in the pre-test to 49% in the post-test) and likewise occurs with “accepting you as you are” (15% and 17% respectively). It should be highlighted that within this group the frequency where the concept “accepting something” appears with a meaning different from the proposed one is the same (17%) in the pre- and post-test.

TABLE 12. RESPONSES OF HIGH PRIMARY STUDENTS ON ACCEPTANCE

PRE-TEST: HIGH PRIMARY STUDENTS		POST-TEST: HIGH PRIMARY STUDENTS	
What does acceptance mean?	(%)	What does acceptance mean?	(%)
Accept people as they are	45.4	Accept people as they are	48.8
Accept something (i.e. a gift)	17.1	Accept yourself as you are	17.0
Accept your actions whether they are right or wrong	15.5	Accept something (i.e. a gift, or daily situations)	16.3
I don't know / No response	7.9	Accept your actions	7.6
That you are accepted somewhere	7.6	Respect / Education/ Values	5.6
Accept yourself as you are	4.6	I don't know / No response	4.8
Respect / Education/ Values	1.6	Other	0.0
Other	0.1		
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

- **Teachers** are a group that also shows important differences, which is not the case with school **administrators**. In the pre-test, there are four meanings that are most often proposed, of which only two are related to the concept proposed by C9W, that is, "accept others as they are" (41%) and "Accept yourself as you are " (15%). Non related concepts include, "being selected" (19%) and "accepting something" (19%). In contrast, in the post-test, the four concepts most often mentioned by teachers entirely correspond to the three meanings "accept yourself and your actions" (36% and 15%), "accept daily situations" (22%) and "accept people as they are" (15%).

TABLE 13. RESPONSES OF TEACHERS ON ACCEPTANCE

PRE-TEST: TEACHERS		POST-TEST: TEACHERS	
What does acceptance mean?	(%)	What does acceptance mean?	(%)
Accept people as they are	40.7	Accept yourself as you are	35.7
That you are accepted somewhere	18.9	Accept daily situations	22.5
Accept something (i.e. a gift)	18.6	Accept your actions	15.5
Accept yourself as you are	14.6	Accept people as they are	14.7
I don't know / No response	2.9	I don't know / No response	4.7
Accept your actions whether they are right or wrong	1.4	Other	3.9
Respect/ Education/ Values	1.1	Respect / Education / Values	3.1
Other	1.8	That you are accepted somewhere	0.0
<b>TOTAL</b>	<b>100.0</b>	<b>TOTAL</b>	<b>100.0</b>

- The changes among **parents** are similar to those of teachers. In the pre-test the most frequent responses defining the meaning of "acceptance" are three, two of which correspond to the concept, and one does not, "Acceptance of oneself" (33%, yes), "acceptance of others" (27%, yes) and "accept something" (13%, no). After the intervention of C9W the changes show the most frequent responses corresponding to the three proposed concepts, and the number of parents who refer to them is greater, "accept yourself as you are" (35%), "accept people as they are" (34% as compared with 27% in pre-test) and "accept daily situations" (15%).

TABLE 14. RESPONSES OF PARENTS ON ACCEPTANCE

PRE-TEST: PARENTS		POST-TEST: PARENTS	
What does acceptance mean?	(%)	What does acceptance mean?	(%)
Accept yourself as you are	33.1	Accept yourself as you are	34.7
That you are accepted somewhere	5.5	That you are accepted somewhere	1.7
Accept something (i.e. a gift)	12.8	Accept daily situations	15.4
Accept people as they are	26.8	Accept people as they are	33.9
Accept your actions whether right or wrong	18.1	Accept your actions whether right or wrong	7.2
Respect/ Education/ Values	0.9	Respect/ Education/ Values	0.5
Other	0.0	Other	0.8
I don't know / No response	2.9	I don't know / No response	3.2
	100.0		97.5

### Cooperation

The concept of cooperation worked on by C9W emphasizes the following aspects: a) working as a team to reach a goal; b) contributing to the functioning of the group (follow the rules, listen to opinions and include ideas from others), c) doing things without being asked to; and d) helping out and acting together (school, community).

The changes were evidenced mainly in both groups of students –low and high primary–, but not in the rest of the actors such as teachers, school administrators and parents.

For **low primary students** in the pre-test, the responses most frequently given correspond to three concepts "work for a purpose" (32%) and, contribute in two ways: "giving money" (22%) and "helping someone" (20%). After the intervention of C9W, several changes are evident. First, the concept that students have of cooperation is expanded to 4 concepts: "helping someone" (49%), "organizing in a group" (22%), contributing "donating, contributing something in kind (13%) and "working for a purpose (9%). In the specific case of "helping someone", the number of students who refer to this meaning in the post-test with regard to pre-test is significantly increased by 29% (49% and 20% respectively). And finally, "giving money" ceases to have centrality as a meaning for low primary students and is replaced by a broader one "donating, contributing something in kind".

TABLE 15: RESPONSES OF LOW PRIMARY STUDENTS ON COOPERATION

PRE-TEST: LOW PRIMARY STUDENTS		POST-TEST: LOW PRIMARY STUDENTS	
What does cooperation mean?	(%)	What does cooperation mean?	(%)
Collaborate for something	31.6	Help somebody	49.4
Give money	25.3	Organize ourselves into a group	22.4
Help somebody	19.7	Donate, make in-kind contributions	12.6
Help, support , contribute to something	8.4	Collaborate for something	9.2
Donate, make in-kind contributions	4.0	Other	2.5
Organize ourselves into a group	4.1	Help, support , contribute to something	0.2
I don't know / No response	3.5	I don't know / No response	2.2
Share or live with other people	2.0	Share or live with other people	1.6
Other	1.5	Give money	0.0
TOTAL	100	TOTAL	100.0

In the case of **high primary students**, the main change observed with the intervention of C9W is the broadening of the meaning of cooperation. The most frequent answers in the pre-test account for 3 concepts and in the post-test it is extended to 4: "helping someone" (36% in both cases), "supporting something" (36% pre-test) and 19% in post-test), "organizing ourselves as a group" (11% and 13% respectively) and finally only the concept "collaborating with a purpose" (26%) is found in the post-test.

TABLE 16: RESPONSES OF HIGH PRIMARY STUDENTS ON COOPERATION

PRE-TEST: HIGH PRIMARY STUDENTS		POST-TEST: HIGH PRIMARY STUDENTS	
What does cooperation mean?	(%)	What does cooperation mean?	(%)
Help somebody	36.5	Help somebody	35.8
Help, support , contribute to something	35.7	Collaborate for something	26.4
Organize ourselves into a group	10.6	Help, support , contribute to something	19.3
Give money	10.1	Organize ourselves into a group	13.3
I don't know / No response	5.5	I don't know / No response	3.9
Donate, make in-kind contributions	0.8	Give money	0.8
Other	0.7	Donate, make in-kind contributions	0.3
Contribute to something	0.1	Other	0.3
Share or live with others	0.1	Share or live with others	0.0
TOTAL	100.0	TOTAL	100.0

## Commitment

The third value worked on in the project was commitment, which refers to three notions: "to accept doing something", "to fulfill what is promised to be done" and "not to give up easily". In this case, some changes are evident in all the school actors, except in the case of the administrators.

- In **low primary students**, the most important change is that in the pre-test the most frequent answers are associated with the concept of "accepting to do something", which is expressed in several response options: "marry" (26%), commit to do something "(18%) and "give your word "(11%). And to a lesser degree, they associate the concept of commitment with "fulfilling what was promised" (fulfill 18% and promise 11%). While in the post-test, this relationship is reversed and the concept of "fulfilling what was promised" becomes more relevant (49% fulfill and promise 8%) and also in a significantly greater number of students, almost double. It can be stated that this evidences a greater deepening in the understanding of the concept of commitment because its understanding and application has a greater complexity. It is even the meaning that adults choose as the main one to define commitment.

TABLE 17: RESPONSES OF LOW PRIMARY SCHOOL STUDENTS ON COMMITMENT

PRE-TEST: LOW PRIMARY STUDENTS		POST-TEST: TEST: LOW PRIMARY STUDENTS	
What does commitment mean?	(%)	What does commitment mean?	(%)
Engagement/marry	26.5	Fulfill what was promised	48.8
Commit to do something or help	18.2	It is when you agree to go to a party	13.2
Fulfill what was promised	18.5	Commit to do something or help	11.9
Promise / give your word	10.8	Promise / give your word	8.4
Other	9.4	Other	6.0
I don't know / No response	8.8	Obey	5.7
It is when you agree to go to a party	6.8	I don't know / No response	4.1
Respect others	0.8	Respect others	2.0
Obey	0.0	Engagement/marry	0.0
<b>TOTAL</b>	<b>100.0</b>	<b>TOTAL</b>	<b>100.0</b>



- In the group of **high primary students**, something similar to what was identified in low primary students happens. That is, in the post-test, the concept of commitment as "fulfillment of what was promised" becomes more relevant and in the pre-test "accepting to do something". There is also a 21% increase in students who refer to the concept of "fulfill the promise" in the post-test with respect to the pre-test (49% and 28%).
- It should also be noted that the concept of commitment as "accept to do something" also shows a change and is that a greater number of students associate it in the post-test with concrete actions (get married 23% and stay at a party 10%) and to a lesser extent to a broader idea such as "committing to do something" that was referred by a greater number of students in the pre-test. It could be inferred that it demonstrates a greater ability to apply the concept in practice and a greater diversity of options to refer to the same concept.

TABLE 18: RESPONSES OF HIGH PRIMARY STUDENTS ON COMMITMENT

PRE-TEST: HIGH PRIMARY STUDENTS		POST-TEST: HIGH PRIMARY STUDENTS	
What does commitment mean?	(%)	What does commitment mean?	(%)
Commit to do something or help	38.5	Fulfill what was promised	49.1
Fulfill what was promised	28.5	Engagement/marry	23.1
I don't know / No response	10.6	It is when you agree to go to a party	10.2
It is when you agree to go to a party	12.0	Commit to do something or help	8.1
Engagement/marry	4.2	I don't know / No response	6.6
Other	3.2	Promise / give your word	1.2
Respect others	1.1	Other	1.0
Promise / give your Word	0.9	Respect others	0.8
Obey	0.9	Obey	0.0
<b>TOTAL</b>	<b>100.0</b>	<b>TOTAL</b>	<b>100.0</b>

When analyzing the **teachers'** answers, the change shows an increase of 18% in the post-test for teachers who refer to commitment as the concept of "accepting to do something" with respect to those who think the same in the pre-test (29% and 11% respectively). It is remarkable that teachers are the group that associates commitment with "obligation" although there are important differences between both concepts, and this does not change with C9W. Obligation corresponds to an action imposed from outside, while commitment is an internal action in which one has the freedom to choose.

TABLE 19: RESPONSES OF TEACHERS ON COMMITMENT

PRE-TEST: TEACHERS		POST-TEST: TEACHERS	
What does commitment mean?	(%)	What does commitment mean?	(%)
Fulfill what was promised	61.1	Fulfill what was promised	60.5
Promise / give your Word	17.1	Commit to do something or help	29.5
Commit to do something or help	11.4	Obligation	4.7
Obligation	6.1	I don't know / No response	3.9
I don't know / No response	4.3	Other	1.6
It is when you agree to go to a party	0.0	Engagement/marry	0.0
Respect others	0.0	Promise / give your word	0.0
Other	0.0	It is when you agree to go to a party	0.0
Engagement/marry	0.0	Respect others	0.0
<b>TOTAL</b>	<b>100.0</b>	<b>TOTAL</b>	<b>100.0</b>

Finally, for the group of **parents**, the changes specify an increase of 16% for those who identify commitment as "to fulfill a promise" in the post-test (49%) compared with those who do so in the pre-test (36%).

On the other hand, as with the group of high primary students, in the post-test parents expand the number of options associated with the meaning "accepting to do something" with respect to the pre-test. That is, "committing to do something" is in both cases (36% pre-test and 12% post-test), while "when you agree to go to a party" is only present in the post-test (13%). These data indicate that the number of parents who define "committing to do something" in the post-test did not decrease, but that the same meaning is diversified into two responses.

TABLE 20: RESPONSES OF PARENTS ON COMMITMENT

PRE-TEST: PARENTS		POST-TEST: PARENTS	
What does commitment mean?	(%)	What does commitment mean?	(%)
Fulfill what was promised	36.2	Fulfill what was promised	48.8
Commit to do something or help	26.1	It is when you agree to go to a party	13.2
Other	23.8	Commit to do something or help	11.9
Promise / give your word	6.1	Promise / give your word	8.4
I don't know / No response	4.3	Other	6.0
Respect others	2.1	Obey	5.7
It is when you agree to go to a party	1.1	I don't know / No response	4.1
Engagement/marry	0.3	Respect others	2.0
Obey	0.0	Engagement/marry	0.0
<b>TOTAL</b>	<b>100.0</b>	<b>TOTAL</b>	<b>100.0</b>

The results presented in relation to the understanding of values show that:

- Acceptance and commitment are the values in which all school actors show changes, except for school administrators. On the other hand, regarding the value of commitment, the changes as a result of the intervention of C9W are evidenced exclusively in the students.
- There is evidence of a greater understanding of the value of acceptance by students, teachers and parents since the intervention of C9W. The following changes confirm this: a) increase in the number of meanings identified to define the value (only low primary students); b) increase in the number of actors that identify a certain meaning of value (high primary students and parents); and c) the meanings most frequently identified correspond to the concept of the value (teachers and parents).
- A higher level of understanding of the value of cooperation was evidenced only in low and high primary students. In this case, a better understanding of the value is observed in: a) the increase in the number of meanings identified to define the value (both groups of students), b) the increase in the number of actors that identify a certain meaning of value (only high primary students) and, c) the different statements used to refer to the same meaning (only high primary students).
- Improvement in the understanding of the value of commitment by students, teachers and parents. In this case, the variations are found in the following identified changes: a) the increase in the number of meanings identified to define the value (in low and high primary students), b) the increase in the number of actors that identify a certain meaning of the value (students, teachers and parents), c) different statements used to refer to the same meaning (in high primary students and parents), and d) change in the weight attributed to the meanings of a value (in low and high primary students).

### 3.3 Application of values

The Cloud9World methodology emphasizes that the appropriation of values does not remain at a conceptual or discursive level, but rather translates into personal and interpersonal practices in the school and the family, that is, putting values into practice. To assess the application of the values, students were asked how much they apply values in a personal way (in general). On the other hand, the application of values in the classroom was evaluated by asking students and teachers. And finally, the application of values in the family was evaluated by asking students and parents how much they put into practice the three values in the family. The pre- and post-test of the answers "almost always + always" are compared, and the  $\chi^2$  (*squared chi*) test was calculated to determine the association or independence between trial and control schools. (See "Annex 4: Level of Statistical Significance: Application of Values", to identify the percentage differences and levels of statistical significance in the pre- and post-test between trial and control schools).

#### 3.3.1 Applying values in a personal way

The personal practice of values shows statistically significant changes, especially in low primary students (1st to 3rd grade), because in the three values evaluated the percentage difference between the pre- and post-test in the schools that implemented C9W showed statistically significant results, unlike schools that did not implement it in which the differences are not significant or even present a negative difference, indicating that the practice of values was present to a lesser extent in the post-test than in the pre-test. It can be inferred that, as with the school climate dimension, as the school year progresses, the practice of values tends to decrease.

In this sense, the difference is remarkable in the schools that implemented C9W as compared with those that did not, as all the values increase their presence after the implementation from 1% to 11%. While in the schools that did not implement C9W, there is an increase in the practice of values from 3% to 8%, they also show a decrease in the application of values that reaches 24%. The following cases should be pointed out:

- Value of Acceptance: In schools with C9W, statistically significant changes are observed in both low and high primary students. Whereas in schools that did not implement C9W, in low primary students, the implementation of the value decreases by 24%, and in high primary students it also decreases by 8%.
- Low primary students who applied C9W, present a significant difference before and after C9W in which, at the end of the program, they showed greater cooperation (5%) than they showed prior to the program. But the students who did not receive C9W showed less cooperation than in the initial evaluation (3%).
- Low primary students who applied C9W present a significant difference before and after C9W, since they show greater commitment (11%) than they showed prior to the program, which is not the case of students who did not receive C9W where that difference is 3% and does not represent a statistically significant change.

Table 21: How much do you show the value of ACCEPTANCE?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	2%	0.001	-24%	0.004
High primary std.	4%	0.022	-8%	0.563

Table 22: How much do you show the value of COOPERATION?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	5%	0.000	-3%	0.396
High primary std.	1%	0.468	5%	0.275

Table 23: How much do you show the value of COMMITMENT?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	11%	0.000	3%	0.732
High primary std.	2%	0.601	8%	0.262

### 3.3.2 Putting values into practice in the classroom

When investigating the application of values in the classroom, we observed that in the schools in which C9W was implemented, the values are maintained or increased by up to 15% difference between the pre- and post-test. While in schools where C9W was not implemented, the trend is towards a decrease in the application of values in the post-test. In other words, the values decline in the final evaluation as compared with the initial one, indicating that the demonstration of values tends to fall as the school year progresses.

Analyzing by value, we observed that the value of acceptance increases significantly between the pre- and post-test from the point of view of the students of low primary school, in the schools in which C9W was implemented, while schools that did not, showed a 25% decrease. Although the response of high primary students and teachers does not reach a significant percentage difference between the pre- and post-test, we can see that in the schools that applied C9W, there is a positive percentage difference (greater demonstration of the value of acceptance in the final evaluation, 3% in the responses of high primary students and 10% in the responses of teachers), which is not the case of schools without C9W in which it is reported that the value of acceptance decreases in the final evaluation.

The demonstration of the value of cooperation in schools with C9W is maintained or increases as the program progresses. The percentage difference of high primary students who, between the pre- and post-test, consider cooperation to be shown "almost always or always" in their classroom is statistically significant. In the schools that did not implement C9W, no significant differences were found, and in the responses of low primary students

and teachers, it is even observed that the value of cooperation decreased in the post-test with reference to the pre-test.

The value of commitment shows a significant percentage difference in the responses of low primary students and teachers of trial schools, between pre- and post-test, indicating that in the schools in which C9W was implemented, these school actors report a greater demonstration of commitment in the classroom by 15% and 11%, respectively. In contrast, in schools that did not implement C9W, both low and high primary students, as well as teachers, report a decrease in showing commitment in the classroom in the final evaluation (post-test).

Table 24: How much ACCEPTANCE is shown in the classroom?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	8%	0.003	-25%	0.028
High primary std.	3%	0.194	-9%	0.402
Teachers	10%	0.127	-13%	0.842

Table 25: How much COOPERATION is shown in the classroom?				
School Actor	Trial schools		Escuelas control	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	0%	0.208	-11%	0.082
High primary std.	5%	0.000	6%	0.498
Teachers	11%	0.576	-15%	0.124

Table 26: How much COMMITMENT is shown in the classroom?				
School Actor	Trial schools		Escuelas control	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	15%	0.000	-4%	0.907
High primary std.	1%	0.417	-4%	0.781
Teachers	11%	0.017	-13%	0.559

### 3.3.3 Applying values in the family

The application of values in the family context shows moderate percentage differences, although all of them are positive where C9W was implemented, with the value of acceptance being the only one that is statistically significant from the point of view of low primary students. That is, the percentage of low primary students who consider that their family shows more acceptance after C9W is 19% higher than before the Program.

In control schools no significant difference was found. On the contrary, in most cases, the values are reported to be less in the subsequent evaluation, indicating that the demonstration of values in the family decreased over time. With the exception of high primary students in which there is a 15% increase in the demonstration of the value of cooperation in their families and low primary students who report 13% greater commitment in their families between the pre- and post-test.

Table 27: How much ACCEPTANCE is shown in your family?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	19%	0.003	-25%	0.028
High primary std.	0.1%	0.298	-12%	0.084
Parents	1%	0.46	-3.8%	0.43

Table 28: How much COOPERATION is shown in your family?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	1%	0.208	-11%	0.082
High primary std.	3%	0.155	15%	0.122
Parents	3%	0.080	-7.2%	0.133



Table 29: How much COMMITMENT is shown in your family?				
School Actor	Trial Schools		Control Schools	
	Percentage Difference Pre-/post-test	Statistical Significance Level	Percentage Difference Pre-/post-test	Statistical Significance Level
Low primary std.	6%	0.071	13%	0.412
High primary std.	1%	0.359	1%	0.766
Parents	2%	0.325	-6%	0.190

### 3.4 School Achievement

To assess the impact of C9W on school achievement, scores were requested both from the schools where the program was implemented (trial schools) and from those where it was not (control schools), with the intention of comparing the results of overall grades in Spanish, civics and ethics; both at the beginning and at the end (pre-test - 2<sup>nd</sup> term and post-test - 5<sup>th</sup> term). However, most educational authorities refused to provide information, so neither concrete nor reliable results could be obtained regarding this dimension.

Based on the grades that were obtained, the results are the following:

- Public Primary Schools in Ecatepec

Schools where the C9W Program was implemented (trial schools):

- Spanish: 2<sup>nd</sup> term average grade 7.8 / 5<sup>th</sup> term average grade 7.8
- Civics and Ethics: 2<sup>nd</sup> term average grade 7.9 / 5<sup>th</sup> term average grade 8.6
- Overall: 2<sup>nd</sup> term average grade 8.0 / 5<sup>th</sup> term average grade 8.3

There was an increase in the average grade on the subjects "civics and ethics" and on the overall average, while "Spanish" remains the same. However, it is not possible to compare these results with the control school since it did not provide this information.

Schools where the C9W Program was not implemented (control schools): Grade records could not be obtained.

- Public Primary Schools in Mexico City: No grade records were obtained.

- Private Primary Schools in Mexico City:

Schools where the C9W Program was implemented (trial schools):

- Spanish: 2<sup>nd</sup> term average grade 8.4 / 5<sup>th</sup> term average grade 8.6
- Civics and Ethics: 2<sup>nd</sup> term average grade 8.9 / 5<sup>th</sup> term average grade 8.5
- Overall: 2<sup>nd</sup> term average grade 8.9 / 5<sup>th</sup> term average grade 8.7

There is an improvement in the academic achievement of Spanish, although it is not possible to compare the schools in which C9W was implemented with those where it was not implemented.

In civics and ethics and in the overall grades average, there was a decrease in the average, between the application of the pre- and post-test.

There was no participation of the private control school in Mexico City since it abandoned the study.

TABLE 30: SCHOOL ACHIEVEMENT								
School Type	Participating Modality	School Name	GRADES AVERAGE					
			SPANISH	SPANISH	C. & E.	C. & E.	OVERALL	OVERALL
			2 <sup>nd</sup> term	5 <sup>th</sup> term	2 <sup>nd</sup> term	5 <sup>th</sup> term	2 <sup>nd</sup> term	5 <sup>th</sup> term
			PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
Public ECATEPEC	Trial	Ricardo Flores Magon	8.18		8.3		8.29	
		Alfonso Reyes Ochoa	8.23	7.62	8.54	8.22	8.51	8.19
		Sostenes Rocha Morning	8.71	8.12	7.86	8.52	7.98	8.64
		Telpochcalli Morning	8.06	6.95	8.07	9.34	8.22	7.93
		Telpochcalli Evening	7.26		7.38		7.75	
		Tierra y Libertad Morning	6.7		7.13		7.4	
		Tierra y Libertad Evening	6.74		6.77		7.2	
		Manuel Acuña Morning	8	7.9	8	8.1	7.9	7.9
		Manuel Acuña Evening	8.2	8.2	8.9	9	8.79	8.74
	AVERAGE			7.8	7.8	7.9	8.6	8.0
Control	Grade records could not be obtained.							

TABLE 30: SCHOOL ACHIEVEMENT								
School Type	Participating Modality	School Name	GRADES AVERAGE					
			SPANISH 2 <sup>nd</sup> term	SPANISH 5 <sup>th</sup> term	C. & E. 2 <sup>nd</sup> term	C. & E. 5 <sup>th</sup> term	OVERALL 2 <sup>nd</sup> term	OVERALL 5 <sup>th</sup> term
			PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
Public Mexico City	Trial	Grade records could not be obtained.						
	Control	Grade records could not be obtained.						
Private Mexico City	Trial	Aberdeen Institute	7.8	8.1	8.5	8.3	8.2	8.3
		Francisco Possenti Institute	8.6	9	8.9	8.7	9	9.1
		Union de México School	8.6		9		9	
		Renacimiento	8.5		9.3		9.3	
		Liceo Fraternal Mexicano						
	AVERAGE			8.4	8.6	8.9	8.5	8.9
	Control	Amado Nervo	This school abandoned the study. Relevant information could not be obtained.					

### 3.5 School Environment

In this section, the perception of the different participating school actors about the type of relationships and environment in the school is evaluated.

We asked students, parents and teachers about a series of school climate indicators (See Annex 2: Evaluation Instruments). There was a choice of 5 responses, on a Likert scale that ranges from:

1. never      2. rarely      3. occasionally      4. almost always      5. always

For the analysis of data, responses that reflect a positive perception of school climate were grouped (almost always + always). Data is analyzed by making a percentage comparison between the pre-test and post-test responses, in test and control schools, for each type of actor.

In general terms, the results indicate that all the actors: students, teachers and parents, both in the schools in which C9W was implemented (trial schools) and in those that were not implemented (control schools), tend to perceive the school climate as less favorable as the school year progresses. That is, the generalized tendency is that the answers "never + rarely" associated with a negative school climate perception increase between the pre- and post-test. On the other hand, the answers "almost always + always" associated with the perception of a positive school climate decrease between the pre- and post-test.

However, there is a clear difference, in the answers "never + rarely", between the schools that implemented C9W versus those that did not, in such a way that in the schools that implemented C9W these responses decrease between the pre- and post-test, while in schools that did not implement C9W these responses increase.

On the other hand, the answers "almost always + always" associated with the perception of a positive school climate tend to decrease in schools that did not implement C9W, while in the schools that did implement this program, this type of response decreases to a lesser degree, is maintained or increases.

Next, the results are presented by type of actor:

### **Students**

It is remarkable that both the students who participated in C9W (trial schools) and those who did not participate in C9W (control schools) tend to perceive the school climate more negatively as the school year progresses. In the students of the schools that implemented C9W (trial schools), the percentage difference between pre- and post-test for answers "almost always or always" decreases 1%, while in the schools that did not implement it (control) the difference is 2%.

However, when comparing the answers "never + rarely" we observe that the schools that did not implement C9W present an increase of 6% between the pre- and post-test, while the schools that did implement C9W present a decrease of 2%. This means that for students the

negative perception associated with school climate decreases in schools that implemented C9W and increases by a percentage difference of 8% in schools that did not implement it.

**TABLE 31: RESPONSES OF STUDENTS ON SCHOOL CLIMATE**

In my school...	TRIAL SCHOOLS											
	Never + Rarely		Occasionally		Almost always + Always		I do not know		No response		Total	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
<i>Teachers get along well</i>	3.00%	2.97%	12.18%	12.95%	79.77%	76.40%	5.06%	6.28%	0.00%	1.39%	100.00%	100.00%
<i>Teachers and the principal get along well</i>	4.82%	4.17%	15.88%	16.16%	71.09%	67.58%	8.21%	10.02%	0.00%	2.06%	100.00%	100.00%
<i>The principal gets along well with my family</i>	16.42%	11.75%	22.37%	20.96%	45.64%	43.98%	15.56%	20.58%	0.00%	2.73%	100.00%	100.00%
<i>Teachers get along well with students</i>	9.14%	8.68%	22.10%	20.14%	67.24%	66.91%	1.52%	2.64%	0.00%	1.63%	100.00%	100.00%
<i>Students get along well and respect each other</i>	24.28%	22.35%	38.52%	40.91%	36.34%	33.53%	0.86%	1.77%	0.00%	1.44%	100.00%	100.00%
<i>I like how teachers treat me</i>	10.86%	10.50%	19.49%	18.47%	68.52%	67.05%	1.13%	2.21%	0.00%	1.77%	100.00%	100.00%
<i>Teachers treat all students well</i>	9.14%	7.19%	19.14%	18.90%	69.38%	68.11%	2.33%	4.17%	0.00%	1.63%	100.00%	100.00%
<i>If I need something, I can ask for help</i>	7.70%	7.58%	19.22%	16.98%	72.37%	71.94%	0.70%	1.63%	0.00%	1.87%	100.00%	100.00%
<i>We all accept each other despite being different</i>	18.09%	16.26%	27.16%	27.34%	53.39%	51.85%	1.36%	2.64%	0.00%	1.92%	100.00%	100.00%
<i>They support me when I need it</i>	15.02%	10.70%	25.45%	24.51%	58.83%	61.15%	0.70%	1.68%	0.00%	1.97%	100.00%	100.00%

<i>We all support each other when we need it</i>	16.07%	13.76%	31.01%	28.11%	51.63%	54.53%	1.28%	1.87%	0.00%	1.73%	100.00%	100.00%
<i>We all do the work that has been assigned to us</i>	13.77%	13.53%	32.22%	30.07%	53.00%	53.00%	1.01%	1.49%	0.00%	1.92%	100.00%	100.00%
<i>I like going to school</i>	10.62%	9.54%	16.11%	19.38%	72.22%	68.01%	1.05%	1.39%	0.00%	1.68%	100.00%	100.00%
<b>AVERAGE</b>	<b>12.23%</b>	<b>10.69%</b>	<b>23.14%</b>	<b>22.68%</b>	<b>61.49%</b>	<b>60.31%</b>	<b>3.14%</b>	<b>4.49%</b>	<b>0.00%</b>	<b>1.83%</b>	<b>100.00%</b>	<b>100.00%</b>

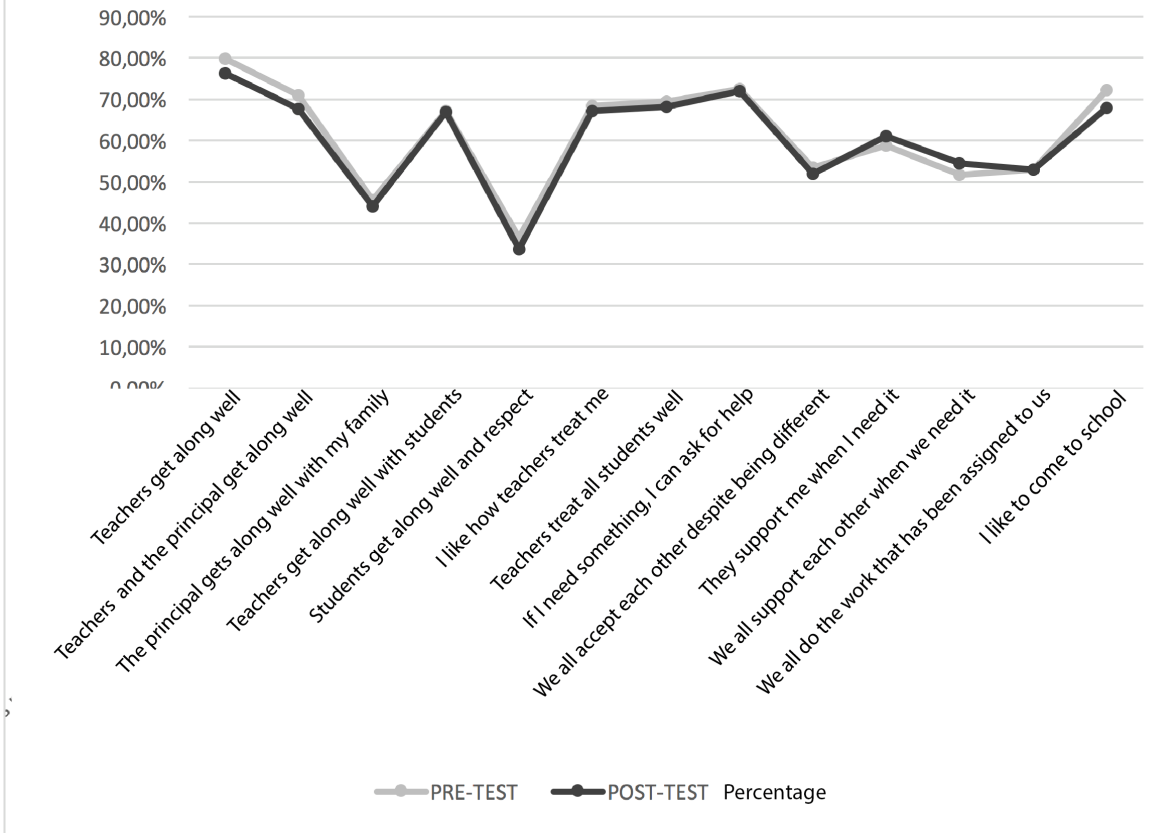
TABLE 32: RESPONSES OF STUDENTS ON SCHOOL CLIMATE

In my school...	CONTROL SCHOOLS											
	Never + Rarely		Occasionally		Almost always + Always		I do not know		No response		Total	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
<i>Teachers get along well</i>	0.88%	1.92%	14.04%	12.50%	81.58%	78.85%	3.51%	6.73%	0.00%	0.00%	100.00%	100.00%
<i>Teachers and the principal get along well</i>	2.63%	5.77%	10.96%	6.73%	82.02%	81.73%	4.39%	5.77%	0.00%	0.00%	100.00%	100.00%
<i>The principal gets along well with my family</i>	12.28%	8.65%	27.19%	15.38%	53.95%	48.08%	6.58%	27.88%	0.00%	0.00%	100.00%	100.00%
<i>Teachers get along well with students</i>	4.82%	9.62%	22.81%	19.23%	71.49%	68.27%	0.88%	2.88%	0.00%	0.00%	100.00%	100.00%
<i>Students get along well and respect each other</i>	16.23%	35.58%	46.93%	34.62%	35.09%	26.92%	1.75%	2.88%	0.00%	0.00%	100.00%	100.00%
<i>I like how teachers treat me</i>	8.33%	17.31%	24.12%	16.35%	66.67%	63.46%	0.88%	2.88%	0.00%	0.00%	100.00%	100.00%
<i>Teachers treat all students well</i>	3.95%	13.46%	24.56%	22.12%	68.42%	61.54%	3.07%	2.88%	0.00%	0.00%	100.00%	100.00%
<i>If I need something, I can ask for help</i>	5.26%	11.54%	18.86%	18.27%	75.00%	68.27%	0.88%	1.92%	0.00%	0.00%	100.00%	100.00%

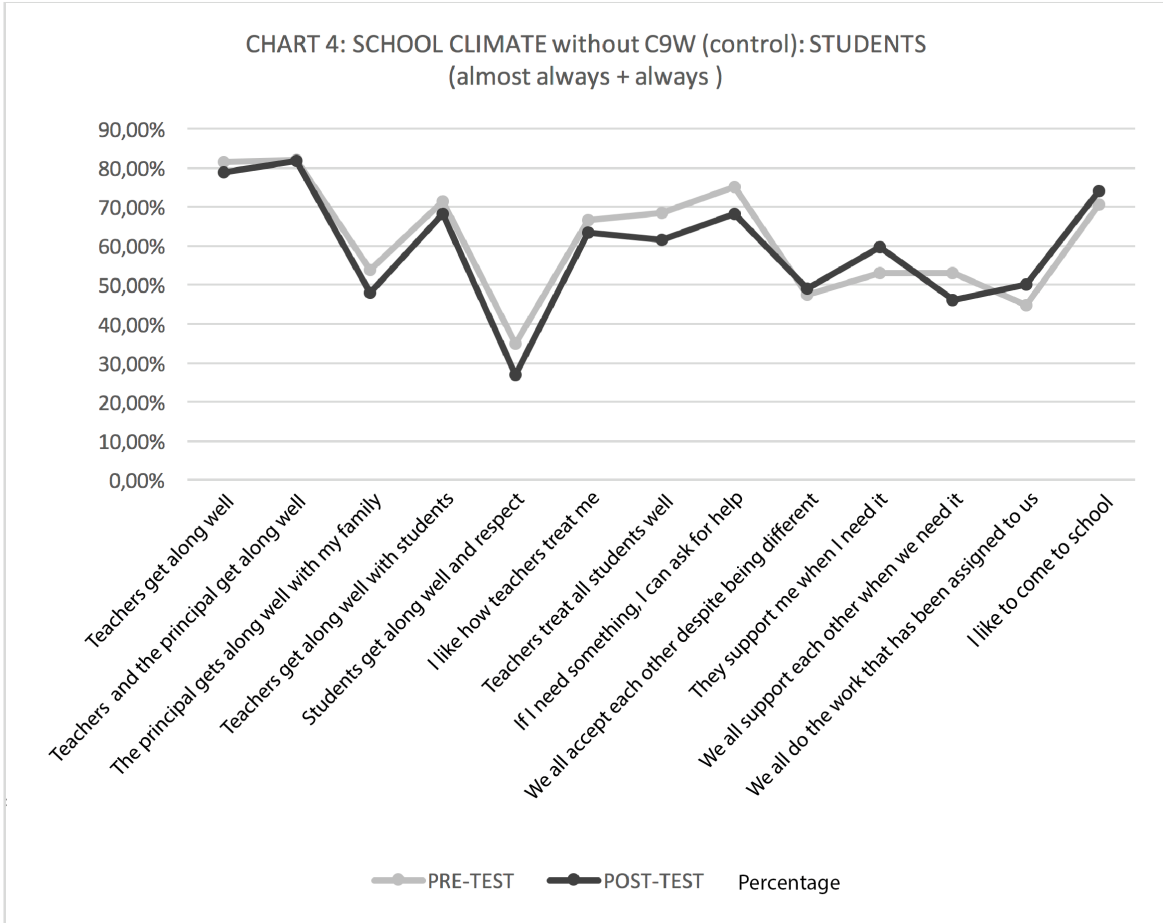
<i>We all accept each other despite being different</i>	13.16%	24.04%	38.16%	23.08%	47.37%	49.04%	1.32%	3.85%	0.00%	0.00%	100.00%	100.00%
<i>They support me when I need it</i>	7.89%	16.35%	37.72%	20.19%	53.07%	59.62%	1.32%	3.85%	0.00%	0.00%	100.00%	100.00%
<i>We all support each other when we need it</i>	14.04%	16.35%	31.14%	32.69%	53.07%	46.15%	1.75%	4.81%	0.00%	0.00%	100.00%	100.00%
<i>We all do the work that has been assigned to us</i>	10.53%	20.19%	44.74%	27.88%	44.74%	50.00%	0.00%	1.92%	0.00%	0.00%	100.00%	100.00%
<i>I like going to school</i>	8.33%	9.62%	19.74%	13.46%	70.61%	74.04%	1.32%	2.88%	0.00%	0.00%	100.00%	100.00%
<b>AVERAGE</b>	<b>8.33%</b>	<b>14.65%</b>	<b>27.77%</b>	<b>20.19%</b>	<b>61.78%</b>	<b>59.69%</b>	<b>2.13%</b>	<b>5.47%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100.00%</b>	<b>100.00%</b>

The following charts present the answers of students "almost always and always" to the items evaluated of the school climate, in the pre- and post-test. The first chart corresponds to schools that implemented C9W (trial) and the second chart to schools that did not implement it (control). A slight difference can be observed in the fact that in schools that did not implement C9W, the perception of school climate is lower in the post-test, than in the schools in which C9W was implemented.

CHART 3: SCHOOL CLIMATE with C9W (trial): STUDENTS  
(almost always + always )

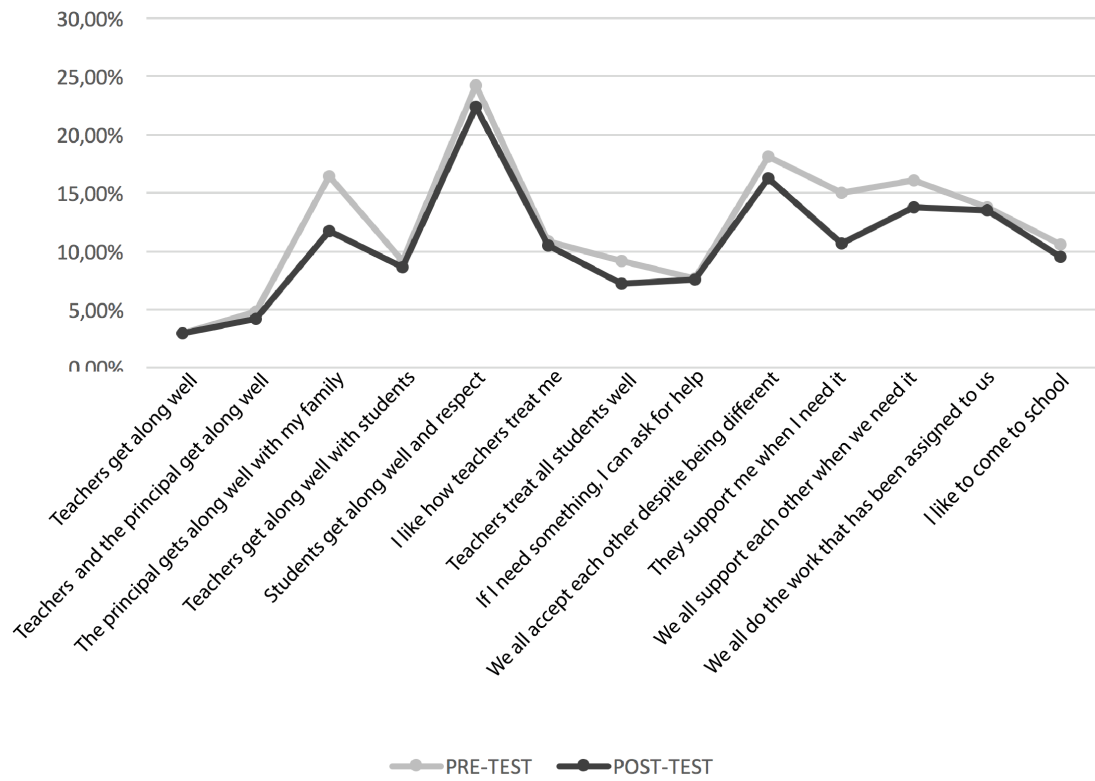


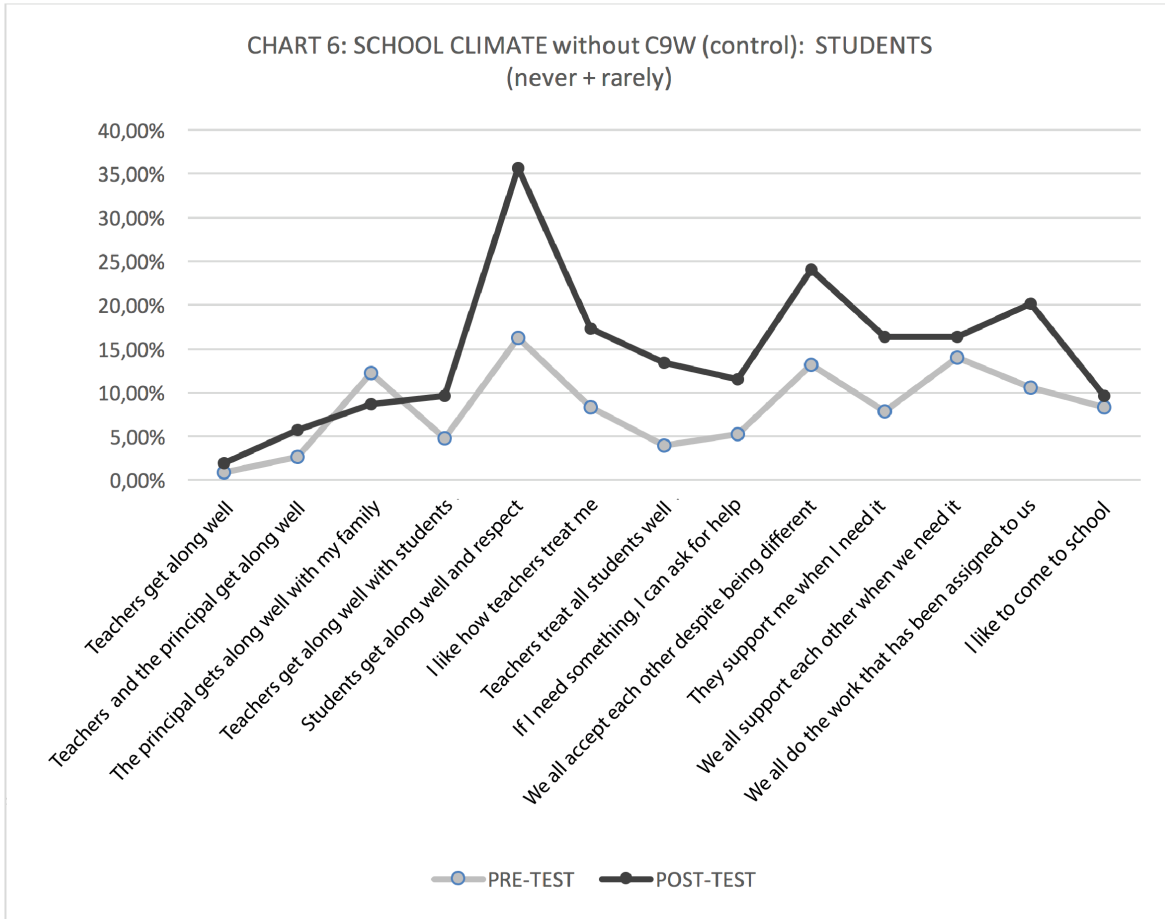




However, if we observe the "never + rarely" answers that students give regarding school climate, the differences between the schools that implemented C9W and those that did not, are more evident, indicating that **the *negative* perception of school climate tends to decrease in schools that implemented C9W and on the contrary, it is higher in schools that did not implement C9W.**

CHART 5: SCHOOL CLIMATE with C9W (trial) STUDENTS  
(never + rarely)





**Teachers**

The teachers of the schools who implemented C9W (trial schools), maintain an 84% in their perception of the school climate associated with answers "almost always + always" of the items evaluated. In other words, the responses associated with a positive school climate perception remain the same on average before and after C9W intervention.

However, in control schools the percentage of teachers who respond "almost always + always" to the items evaluated drops 11% between the pre- and post-test, indicating that their perception of the school climate is more negative at the end evaluation, than at the beginning.

These data indicate that **C9W contributes to the school climate maintaining or increasing characteristics associated with a positive school climate, which tend to decrease as the school year progresses.**

Some of the items that highlight the positive effect of C9W on school climate are:

- "There is an atmosphere of harmony and healthy coexistence," percentage difference between pre- and post-test (answers always + almost always) of 7%. In control schools this item *decreases* by 4%.
- "The relationships between the students are based on respect and healthy coexistence," percentage difference between pre- and post-test (answers always + almost always) of 5%. While in control schools this item *decreases* by 30%.
- "There is a climate of acceptance among all members of the school community, despite being different," percentage difference between pre- and post-test (answers always + almost always) of 6%. While in control schools this item *decreases* by 20%.
- "There is a climate of trust among all the members of the school," percentage difference between pre- and post-test (answers always + almost always) of 4%. While in control schools this item *decreases* by 4%.
- "School members perform assigned tasks," percentage difference between pre- and post-test (answers always + almost always) of 4%. While in control schools this same item decreases by 4%.

**TABLE 33: RESPONSES OF TEACHERS ON SCHOOL CLIMATE  
TRIAL SCHOOLS**

In my school...	Never + Rarely + Occasionally		Almost always + Always		No response		Total	
	PRE - TEST	POST- TEST	PRE- TEST	POST- TEST	PRE- TEST	POST- TEST	PRE- TEST	POST- TEST
<i>There is an atmosphere of harmony and healthy coexistence</i>	20.40%	5.90%	79.60%	86.40%	0.00%	7.60%	100.00%	100.00%
<i>I have good relationships with the other teachers</i>	5.10%	4.20%	94.90%	89.00%	0.00%	6.80%	100.00%	100.00%
<i>I have a satisfactory relationship with the principal</i>	8.80%	5.90%	91.20%	87.30%	0.00%	6.80%	100.00%	100.00%
<i>The relationship between the principal and families is satisfactory</i>	13.10%	5.90%	86.90%	87.30%	0.00%	6.80%	100.00%	100.00%
<i>My relationship with students is based on respect and healthy coexistence</i>	0.70%	0.80%	99.30%	92.40%	0.00%	6.80%	100.00%	100.00%
<i>The relationship between students is based on respect and healthy coexistence</i>	23.40%	11.90%	76.60%	81.40%	0.00%	6.80%	100.00%	100.00%
<i>There is a climate of acceptance among all members of the school community, despite being different</i>	22.60%	10.20%	77.40%	83.10%	0.00%	6.80%	100.00%	100.00%
<i>There are cooperative relationships in the school community.</i>	20.40%	13.60%	79.60%	79.70%	0.00%	6.80%	100.00%	100.00%
<i>There is a climate of trust among all the members of the school</i>	28.50%	17.80%	71.50%	75.40%	0.00%	6.80%	100.00%	100.00%
<i>The members of this school community are committed to the school and its members</i>	27.70%	17.80%	72.30%	75.40%	0.00%	6.80%	100.00%	100.00%
<i>School members perform assigned tasks</i>	22.60%	11.00%	77.40%	81.40%	0.00%	7.60%	100.00%	100.00%
<i>I am happy to come to work</i>	2.20%	2.50%	97.80%	89.80%	0.00%	7.60%	100.00%	100.00%
<b>AVERAGE</b>	<b>16.29%</b>	<b>8.96%</b>	<b>83.71%</b>	<b>84.05%</b>	<b>0.00%</b>	<b>7.00%</b>	<b>100.00%</b>	<b>100.00%</b>

**TABLE 34: RESPONSES OF TEACHERS ON SCHOOL CLIMATE  
CONTROL SCHOOLS**

In my school...	Never + Rarely + Occasionally		Almost always + Always		No response		Total	
	PRE -TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
<i>There is an atmosphere of harmony and healthy coexistence</i>	14.30%	9.10%	85.70%	81.80%	0.00%	9.10%	100.00%	100.00%
<i>I have good relationships with the other teachers</i>	0.00%	0.00%	100.00%	90.90%	0.00%	9.10%	100.00%	100.00%
<i>I have a satisfactory relationship with the principal</i>	7.10%	0.00%	92.90%	90.90%	0.00%	9.10%	100.00%	100.00%
<i>The relationship between the principal and families is satisfactory</i>	14.30%	0.00%	85.70%	90.90%	0.00%	9.10%	100.00%	100.00%
<i>My relationship with students is based on respect and healthy coexistence</i>	0.00%	0.00%	100.00%	90.90%	0.00%	9.10%	100.00%	100.00%
<i>The relationship between students is based on respect and healthy coexistence</i>	7.10%	27.30%	92.90%	63.60%	0.00%	9.10%	100.00%	100.00%
<i>There is a climate of acceptance among all members of the school community, despite being different</i>	7.10%	18.20%	92.90%	72.70%	0.00%	9.10%	100.00%	100.00%
<i>There are cooperative relationships in the school community.</i>	0.00%	18.20%	100.00%	72.70%	0.00%	9.10%	100.00%	100.00%
<i>There is a climate of trust among all the members of the school</i>	21.40%	18.20%	78.60%	72.70%	0.00%	9.10%	100.00%	100.00%
<i>The members of this school community are committed to the school and its members</i>	7.10%	18.20%	92.90%	72.70%	0.00%	9.10%	100.00%	100.00%
<i>School members perform assigned tasks</i>	14.30%	9.10%	85.70%	81.80%	0.00%	9.10%	100.00%	100.00%
<i>I am happy to come to work</i>	0.00%	0.00%	100.00%	90.90%	0.00%	9.10%	100.00%	100.00%
<b>AVERAGE</b>	<b>7.73%</b>	<b>9.86%</b>	<b>92.28%</b>	<b>81.04%</b>	<b>0.00%</b>	<b>9.10%</b>	<b>100.00%</b>	<b>100.00%</b>

CHART 7: SCHOOL CLIMATE with C9W (trial): TEACHERS  
(almost always + always )

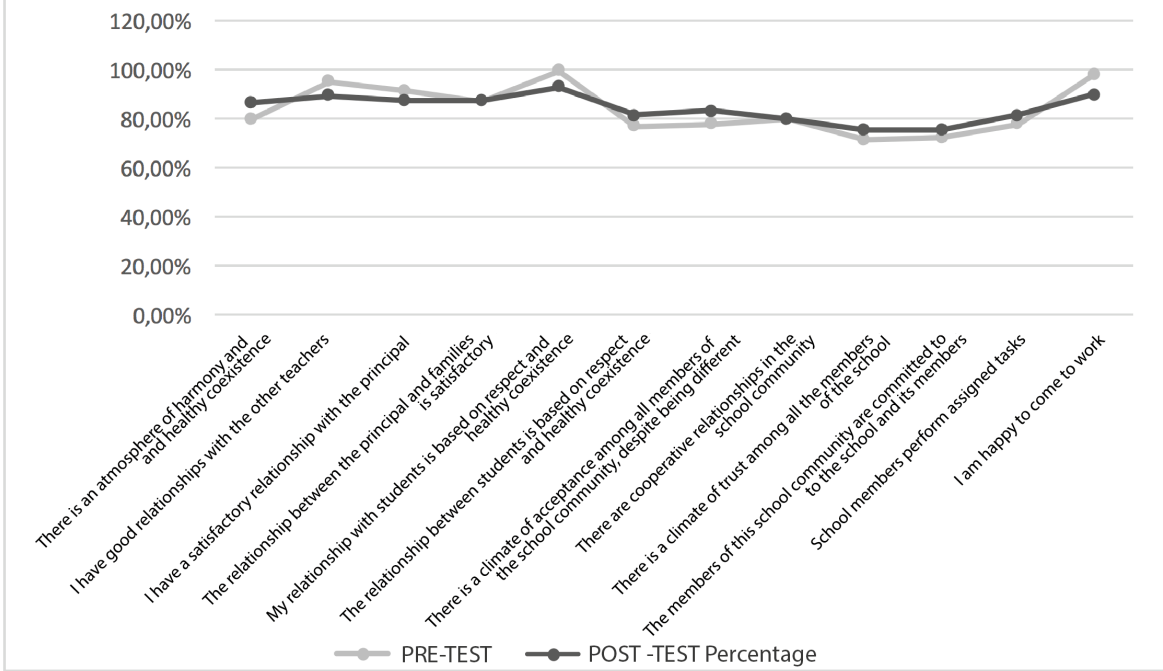
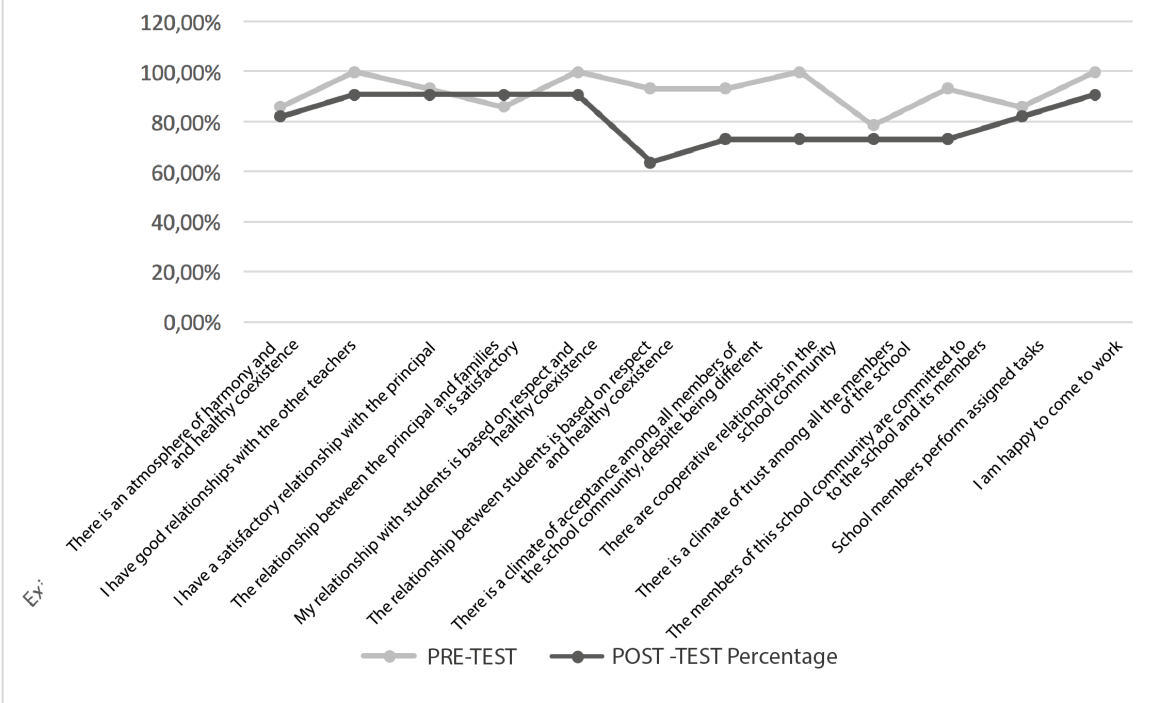


CHART 8: SCHOOL CLIMATE without C9W (control): TEACHERS  
(almosts always + always )



## Parents

In the case of parents in schools that implemented C9W (trial schools), their perception of the school climate associated with "almost always + always" responses to the items, evaluated in the pre-test, corresponds, on average, to 75%, while in the post-test, it is 67%. That is, the responses associated with a positive school climate perception fall considering before and after C9W intervention with a percentage difference of 8%. However, this trend is accentuated in schools that did not implement C9W where the perception of school climate associated with positive aspects decreased by 11% (82% in the pre-test and 71% in the post-test).

These results indicate that the perception of parents regarding school climate tends to be more negative as the school year progresses, both in the schools that implemented C9W and those that did not, except that in the schools that implemented C9W the negative perception of school climate is lower.

**C9W contributes to a less negative perception of parents about school climate as the school year progresses compared with schools that do not implement it.**

TABLE 35: RESPONSES OF PARENTS ON SCHOOL CLIMATE										
TRIAL SCHOOLS										
In my school...	Never + Rarely + Occasionally		Almost always + Always		I do not know		No response		Total	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
<i>There is an atmosphere of harmony and healthy coexistence</i>	23.30%	26.70 %	74.80 %	65.30 %	1.80%	3.30%	0.00%	4.70%	100.00 %	100.00 %
<i>Relationships between teachers are satisfactory</i>	16.40%	18.50 %	77.40 %	70.10 %	6.20%	6.00%	0.00%	5.40%	100.00 %	100.00 %
<i>Relationships between teachers and the principal are satisfactory</i>	17.10%	16.80 %	70.80 %	65.40 %	12.10 %	11.60 %	0.00%	6.30%	100.00 %	100.00 %



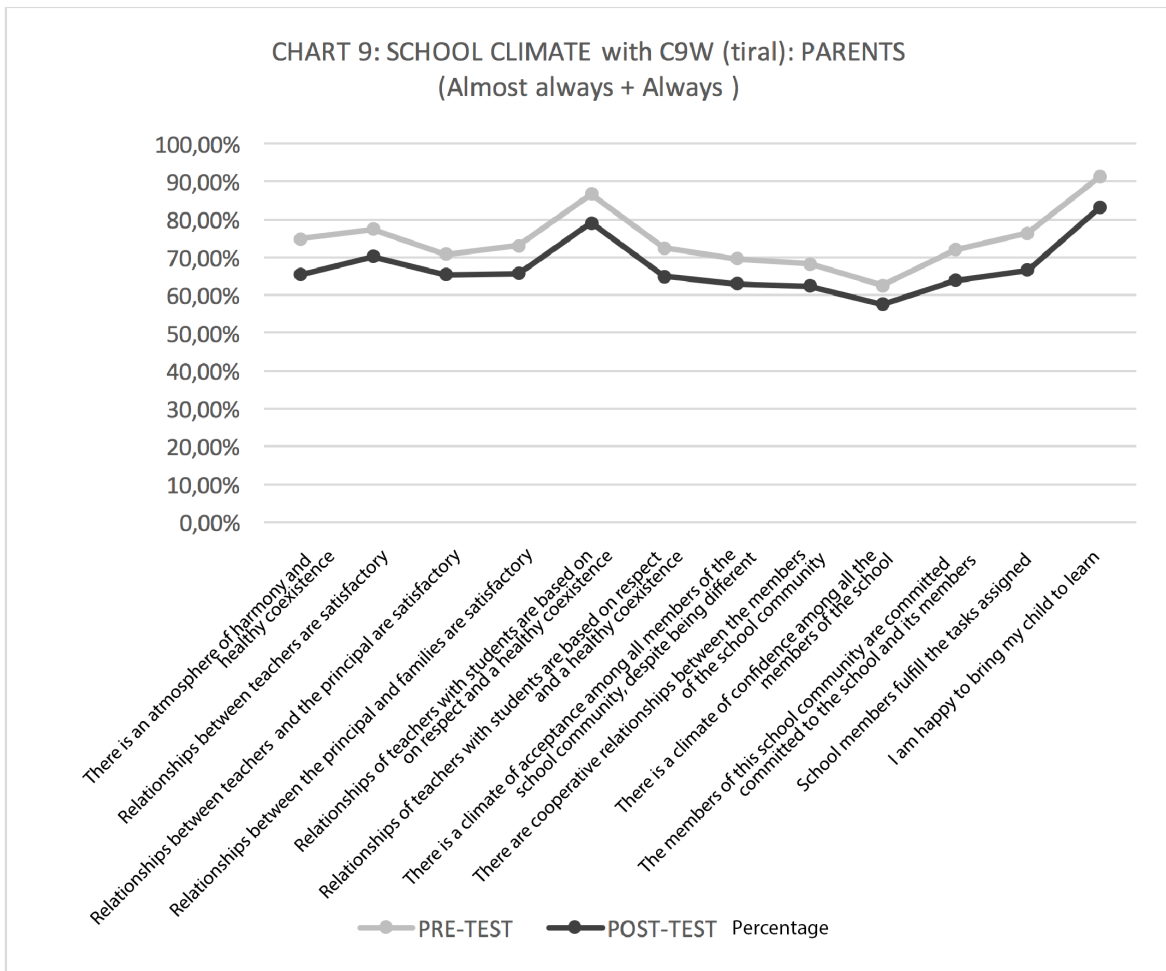
**TABLE 35: RESPONSES OF PARENTS ON SCHOOL CLIMATE  
TRIAL SCHOOLS**

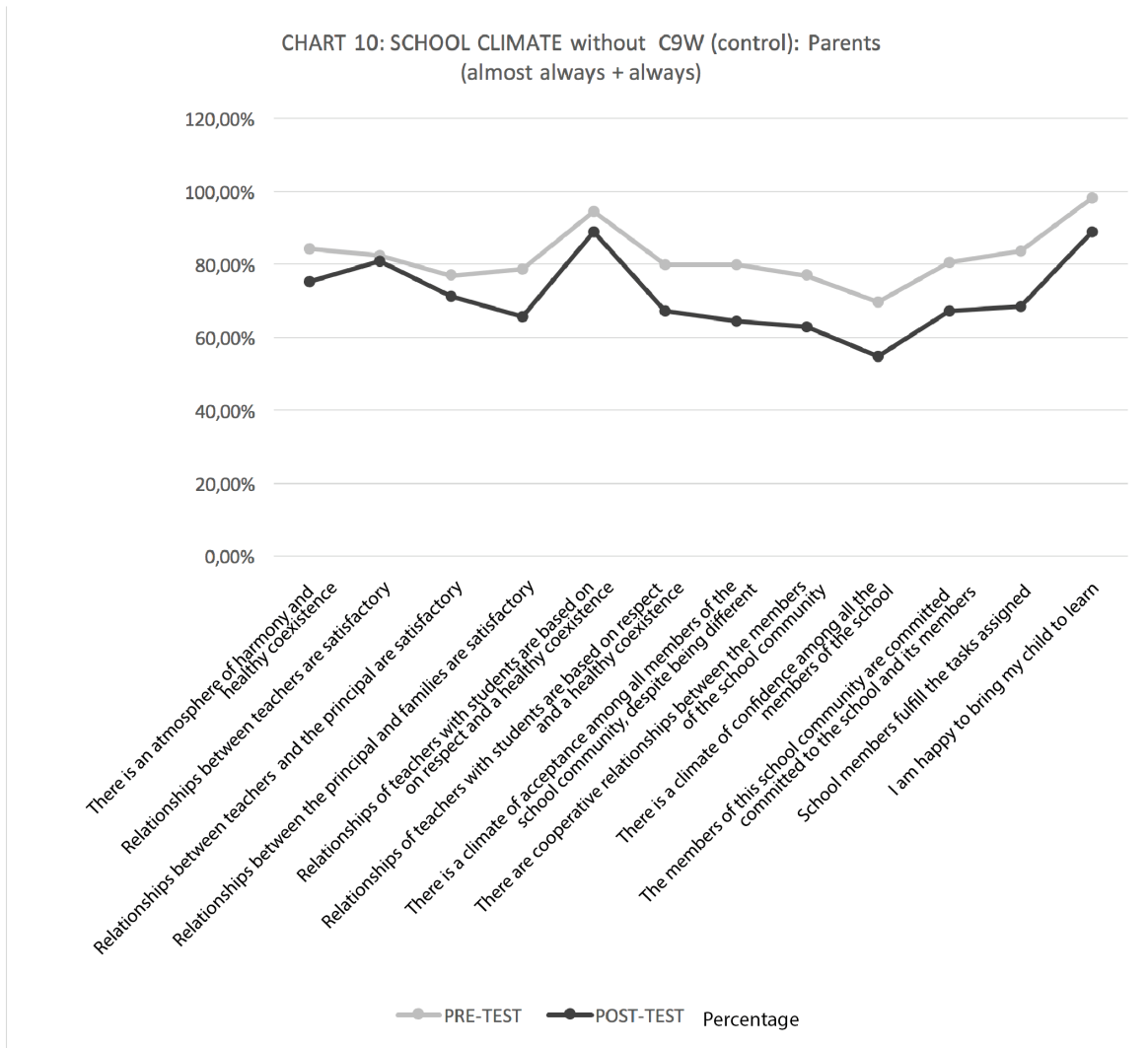
In my school...	Never + Rarely + Occasionally		Almost always + Always		I do not know		No response		Total	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
<i>Relationships between the principal and families are satisfactory</i>	22.50%	22.90 %	73.00 %	65.70 %	4.50%	5.50%	0.00%	5.90%	100.00 %	100.00 %
<i>Relationships of teachers with students are based on respect and a healthy coexistence</i>	11.20%	12.90 %	86.70 %	79.00 %	2.10%	2.80%	0.00%	5.20%	100.00 %	100.00 %
<i>Relationships between students are based on respect and healthy coexistence</i>	25.60%	27.20 %	72.40 %	64.90 %	2.00%	2.60%	0.00%	5.30%	100.00 %	100.00 %
<i>There is a climate of acceptance among all members of the school community, despite being different</i>	26.60%	27.20 %	69.50 %	63.00 %	3.90%	4.90%	0.00%	4.90%	100.00 %	100.00 %
<i>There are cooperative relationships between the members of the school community</i>	27.20%	27.50 %	68.20 %	62.40 %	4.70%	4.80%	0.00%	5.40%	100.00 %	100.00 %
<i>There is a climate of confidence among all the members of the school</i>	31.20%	29.90 %	62.50 %	57.50 %	6.30%	7.10%	0.00%	5.50%	100.00 %	100.00 %
<i>The members of this school community are committed to the school and its members</i>	24.50%	27.40 %	71.90 %	63.90 %	3.50%	3.80%	0.00%	4.90%	100.00 %	100.00 %
<i>School members fulfill the tasks assigned</i>	19.40%	23.10 %	76.40 %	66.50 %	4.30%	5.20%	0.00%	5.20%	100.00 %	100.00 %
<i>I am happy to bring my child to learn</i>	6.20%	8.20%	91.30 %	83.20 %	2.50%	3.50%	0.00%	5.00%	100.00 %	100.00 %
<b>AVERAGE</b>	<b>20.93%</b>	<b>22.36 %</b>	<b>74.58 %</b>	<b>67.24 %</b>	<b>4.49%</b>	<b>5.09%</b>	<b>0.00%</b>	<b>5.31%</b>	<b>100.00 %</b>	<b>100.00 %</b>

**TABLE 36: RESPONSES OF PARENTS ON SCHOOL CLIMATE  
CONTROL SCHOOLS**

In my school...	Never + Rarely + Occasionally		Almost always + Always		I do not know		No response		Total	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
<i>There is an atmosphere of harmony and healthy coexistence</i>	15.20%	19.20%	84.20%	75.30%	0.60%	4.10%	0.00%	1.40%	100.00%	100.00%
<i>Relationships between teachers are satisfactory</i>	13.30%	11.00%	82.40%	80.80%	4.20%	6.80%	0.00%	1.40%	100.00%	100.00%
<i>Relationships between teachers and the principal are satisfactory</i>	14.50%	9.60%	77.00%	71.20%	8.50%	17.80%	0.00%	1.40%	100.00%	100.00%
<i>Relationships between the principal and families are satisfactory</i>	19.40%	19.20%	78.80%	65.80%	1.80%	13.70%	0.00%	1.40%	100.00%	100.00%
<i>Relationships of teachers with students are based on respect and a healthy coexistence</i>	4.20%	5.50%	94.50%	89.00%	1.20%	4.10%	0.00%	1.40%	100.00%	100.00%
<i>Relationships between students are based on respect and healthy coexistence</i>	19.40%	24.70%	80.00%	67.10%	0.60%	6.80%	0.00%	1.40%	100.00%	100.00%
<i>There is a climate of acceptance among all members of the school community, despite being different</i>	18.20%	26.00%	80.00%	64.40%	1.80%	8.20%	0.00%	1.40%	100.00%	100.00%
<i>There are cooperative relationships between the members of the school community</i>	19.40%	30.10%	77.00%	63.00%	3.60%	5.50%	0.00%	1.40%	100.00%	100.00%
<i>There is a climate of confidence among all the members of the school</i>	27.30%	34.20%	69.70%	54.80%	3.00%	9.60%	0.00%	1.40%	100.00%	100.00%
<i>The members of this school community are committed to the school and its members</i>	17.60%	26.00%	80.60%	67.10%	1.80%	5.50%	0.00%	1.40%	100.00%	100.00%
<i>School members fulfill the tasks assigned</i>	12.70%	23.30%	83.60%	68.50%	3.60%	6.80%	0.00%	1.40%	100.00%	100.00%

<i>I am happy to bring my child to learn</i>	1.20%	5.50%	98.20%	89.00%	0.60%	4.10%	0.00%	1.40%	100.00%	100.00%
<b>AVERAGE</b>	<b>15.20%</b>	<b>19.53%</b>	<b>82.17%</b>	<b>71.33%</b>	<b>2.61%</b>	<b>7.75%</b>	<b>0.00%</b>	<b>1.40%</b>	<b>100.00%</b>	<b>100.00%</b>





### 3.6 Behavior in the Classroom

In the framework of this research, the assessment of the effects or changes of the C9W Program on the behavior of students in the classroom was intended. To this end, the participating teachers were asked to select four (4) students who fit the following profiles:

- Profile 1: Student with good behavior and good grades in the different subjects
- Profile 2: Student with good behavior and poor grades in the different subjects
- Profile 3: Student with misconduct and good grades in the different subjects
- Profile 4: Student with misconduct and poor grades in the different subjects

Each teacher was asked to evaluate these four students based on the different items or dimensions that comprise each of the three (3) evaluated values; both before the implementation of the Program (pre-test) and after the execution of the Program (post-test).

For the evaluation, an instrument with reactive items was designed for each of the values, with responses based on the following scale:

1. Never            2. Rarely            3. Regularly            4. Always

The reactive items evaluated for each value are:

Acceptance:

1. Identifying and expressing own feelings
2. Respecting different points of view
3. Recognizing oneself as a valuable person
4. Accepting changes
5. Respecting agreements
6. Being kind to people, even if they are different from them
7. Following instructions
8. Recognizing and respecting individual differences
9. Being willing to try new things

Cooperation:

1. Helping in activities or group work
2. Helping others when they need it
3. Cooperating with others so that the activities or tasks go well
4. Playing collaboratively, so everyone has a good time
5. Cooperating with school administrators and teachers by following school rules
6. Sharing own things with other children (materials, toys)
7. Cooperating in the classroom by collecting materials and cleaning up the areas where we worked
8. Working collaboratively with others as a member of the team

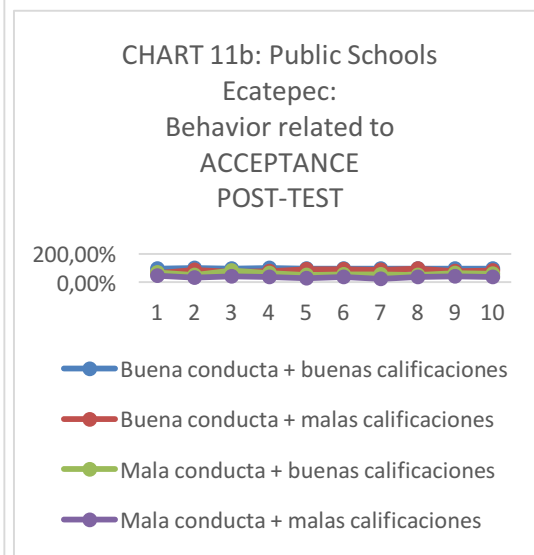
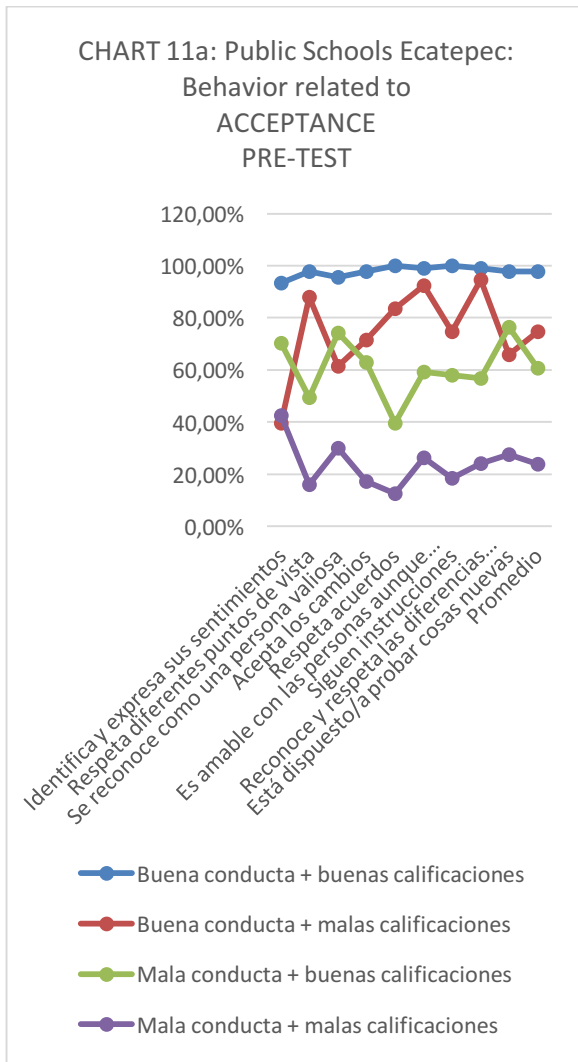
Commitment:

1. Carrying out the tasks assigned
2. Remaining interested in a task, even if it seems difficult
3. Completing the tasks assigned to them
4. Contributing to a more pleasant atmosphere in the classroom
5. Performing tasks or work without postponing them
6. Knowing how and when to ask for help
7. Assuming responsibility for their actions
8. Recognizing that everyone has rights and responsibilities
9. Keeping their promises

Next, the results of this dimension are presented.

### **3.6.1 Changes in the behavior of students in the public schools of Ecatepec de Morelos.**

#### **3.6.1.1 Changes in behavior related to the value of acceptance**

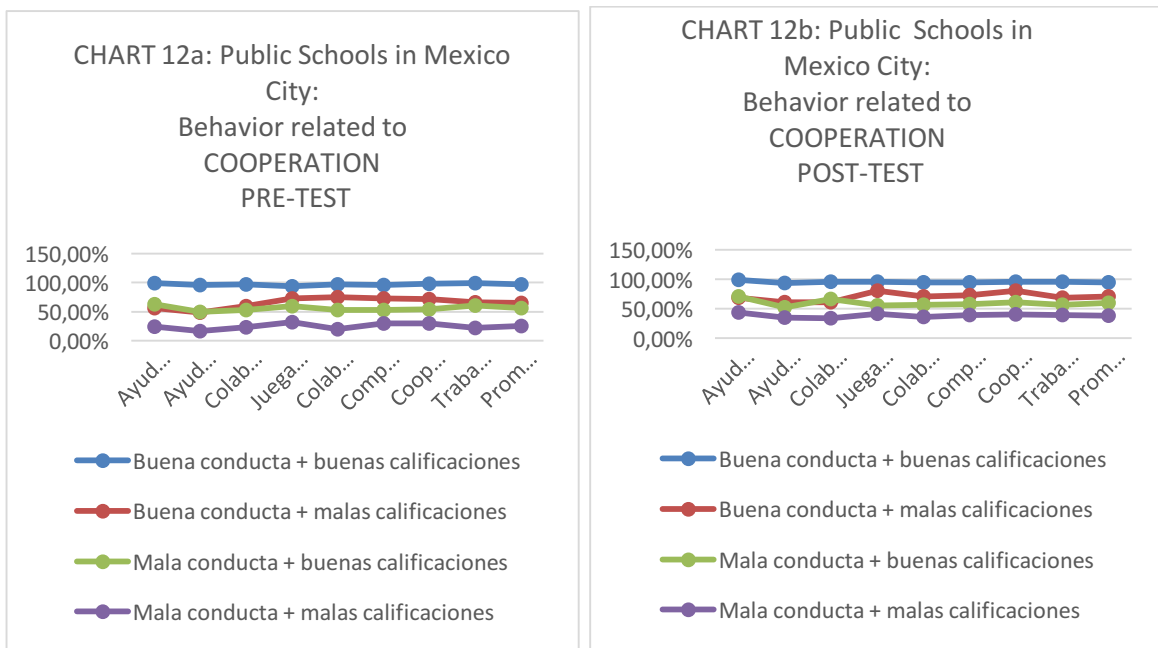


The comparative analysis of Charts 11a and 11b present the following findings:

1. After implementing the Program, classroom behavior among the students of **Profile 4** in regard to acceptance shows positive changes with an average percentage of 13% in all the dimensions of this value. In particular, changes are identified in: "Accept changes" (20%), "Respect different points of view" (16%), "Respect agreements" (15%), "Be willing to try new things" (15%), "Recognize oneself as a valuable person" (14%), "Be kind to people, even if they are different from us" (12%), and "Recognize and respect individual differences" (12%). The other two dimensions also show changes, but below 7%.

2. Classroom behavior among **Profile 2** students for this value also shows positive changes after Program implementation by an average of 9%. Changes are evident in 8 of the 9 dimensions evaluated, except in the case of "Recognize and respect individual differences." The remarkable change of "Identify and express your feelings" approaches 24%.
3. Regarding the students of **Profile 3**, the positive variations that are evident are in the following dimensions: "Respect agreements" (11%); "Recognize oneself as a valuable person" (9%); also including, "Accept changes" and "Respect different points of view" (both show 3%). On average, all the dimensions of this value only represent a percentage variation of 0.20%.
4. There are no changes in the behavior of the students of **Profile 1** in relation to the value of acceptance.

### 3.6.1.2 Changes in behavior in relation to the value of cooperation

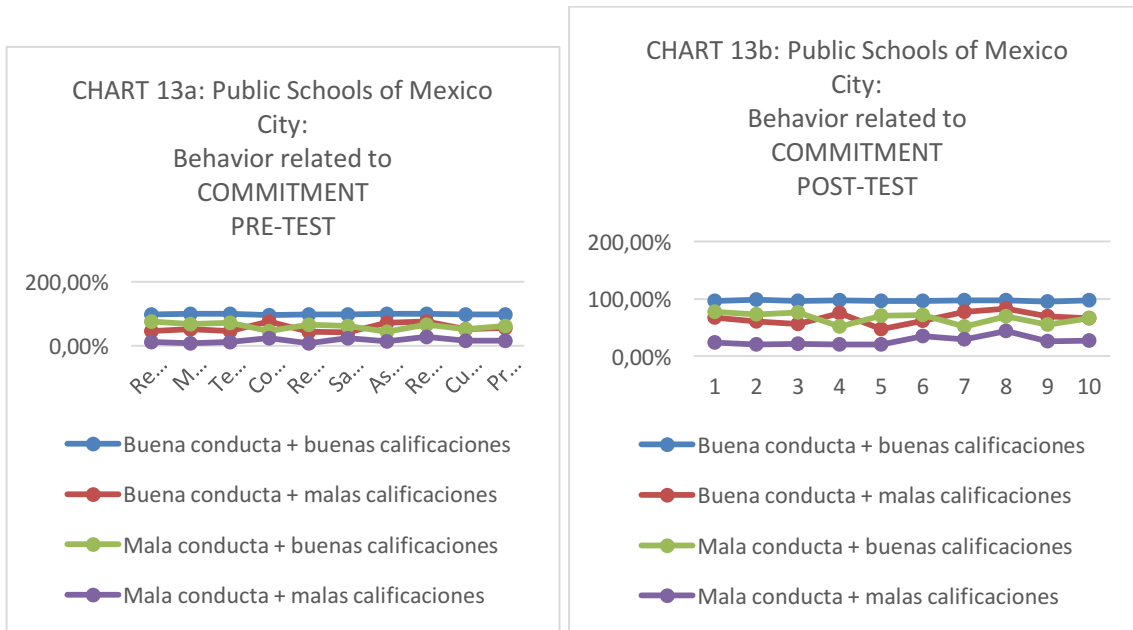


A comparative analysis of Charts 12a and 12b, allows us to identify the following findings:



- 1.** The behavior of **Profile 4** students presents a positive variation of 14 percentage points on average, in all the dimensions of the value of commitment. The dimensions of this value that show higher changes after executing the program are: "Help in work or group activities" (19%); "Help others when they need it" (19%); "cooperating with teachers and school administrators by following the rules of the school" (17%); "working cooperatively with others as a member of the team" (18%); "cooperating in their classroom by collecting materials and cleaning up work areas" (11%). The other dimensions of this value also show positive variations of less than 10%.
- 2.** The students of **Profile 2** evidence positive changes in their classroom behavior –in connection with this value– by an average of 6% for all of its dimensions. The most relevant variations are presented in: "helping in work or group activities" (13%); "helping others when they need it" (13%); "cooperating in the classroom by collecting materials cleaning up work areas" (9%). The other dimensions also show changes, except "Cooperates with teachers and school administrator by following the rules of the school."
- 3.** In relation to the students of **Profile 3**, positive changes are also presented in the different dimensions of this value, by an average of 4%. The most relevant are: "cooperating with others so that the activities go well" (13%); "helping in work or group activities" (8%); and, "cooperating in the classroom by collecting materials cleaning up work areas" (7%).
- 4.** Regarding this value, there are no variations in the classroom behavior of **Profile 1** students.

### 3.6.1.3 Changes in behavior in relation to the value of commitment



The comparative analysis of Charts 13a and 13b indicate the following findings:

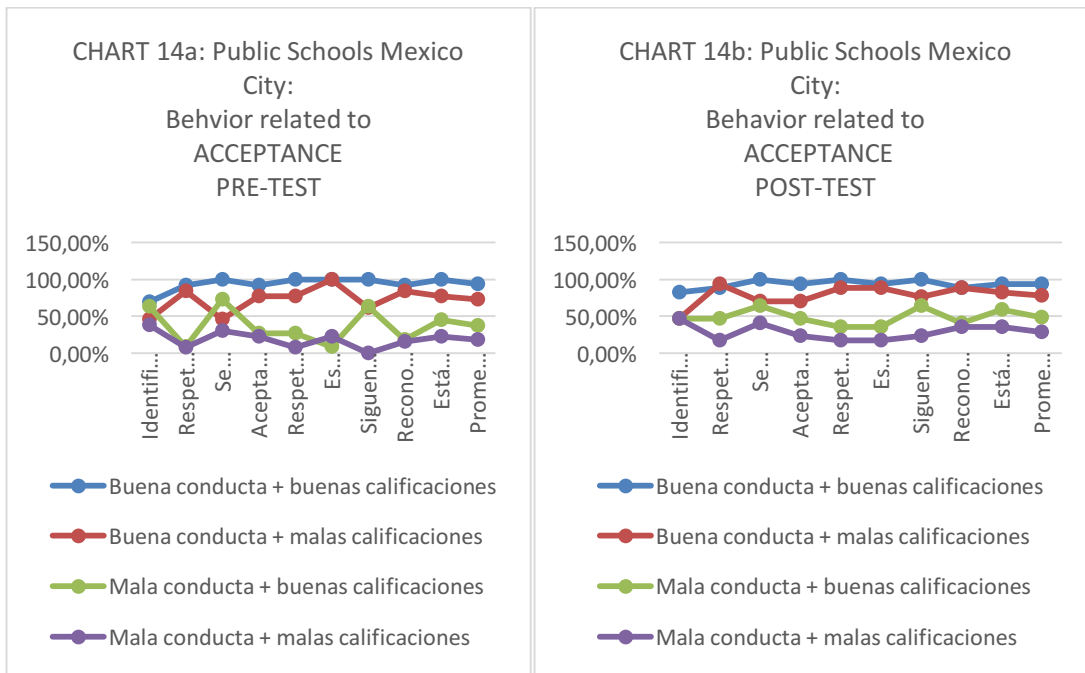
1. **Profile 2** students show a positive change (**10 percentage points on average**), in 8 of the 9 dimensions of the value of commitment evaluated by teachers. Changes greater than 10 percent are evident in the following dimensions: "carrying out the tasks assigned to them" (21% positive change); "knowing how and when to ask for help" (20%); "keeping their promises" (17%). The other dimensions also show positive changes, with the exception of "contributing to a more pleasant atmosphere in the classroom".
2. The students of **Profile 4** present positive changes (more than 10 percentage points) in 7 of the 9 dimensions of this value. Thus, the student of this group performs the tasks assigned to them (12% positive change), remaining interested in a task even though it seems difficult (13%); completes assigned tasks (10%); performs their tasks without postponing them (11%); knows how and when to ask for help (10%); takes responsibility for their actions (14%); and, recognizes that everyone has rights and responsibilities (15%). The behavior of this Student Profile varies positively by

10 percentage points on average in connection with the set of dimensions for the value of commitment.

3. The behavior of students in **Profile 3** presents a positive variation of 5 percentage points on average in the set of the dimensions for the value of commitment. All dimensions reflect positive changes.
4. In contrast, no positive findings were evident in the classroom behavior of **Profile 1** students with respect to the value of commitment.

### 3.6.2 Changes in the behavior of students of public schools in Mexico City

#### 3.6.2.1 Changes in behavior related to the value of acceptance



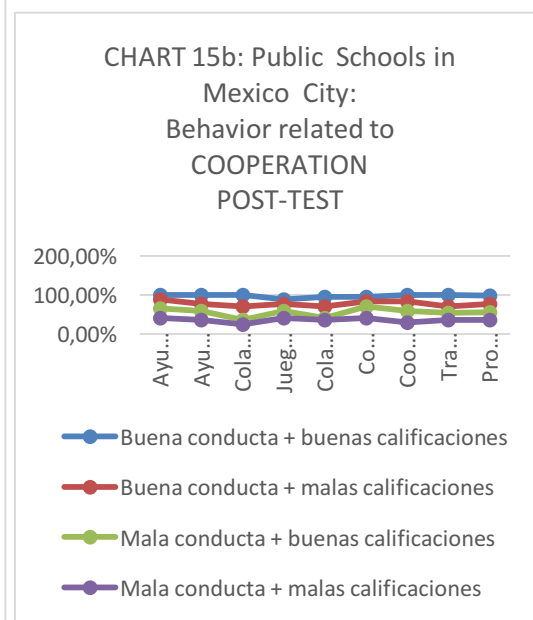
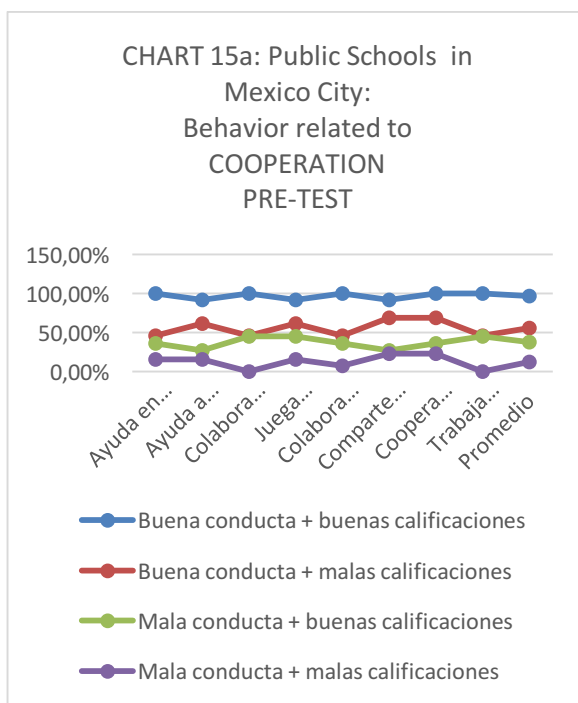
A comparative look at Charts 14a and 14b, shows the following results:

1. The behavior of **Profile 3** students presents positive changes in almost all dimensions, by an average of 12%. The changes with the highest percentage are: "respecting different points of view" (38%); "being kind to people, even if they are different from them" (26%); "following instructions" (23%); and, "accepting

changes" (20%). But no changes were found in: "identifying and expressing their feelings"; and, "recognizing themselves as a valuable person."

2. In regard to the value of acceptance, **Profile 4** students' behavior show positive variations by an average of 10% for all the dimensions of this value. Those with the highest percentages are: "following instructions" (24%); "recognizing and respecting individual differences" (29%); and, "being willing to try new things" (12%). However, this item does not show changes, "being kind to people even though they are different from them".
3. The behavior of the students of **Profile 2** expresses positive changes after Program implementation by an average of 6% for all the dimensions of the mentioned value. The highest changes are: "recognizing themselves as a valuable person" (24%); "following instructions" (15%); and, "respecting different points of view" (10%). No changes are found in "accepting changes"; and, "being kind to people, even if they are different from them."

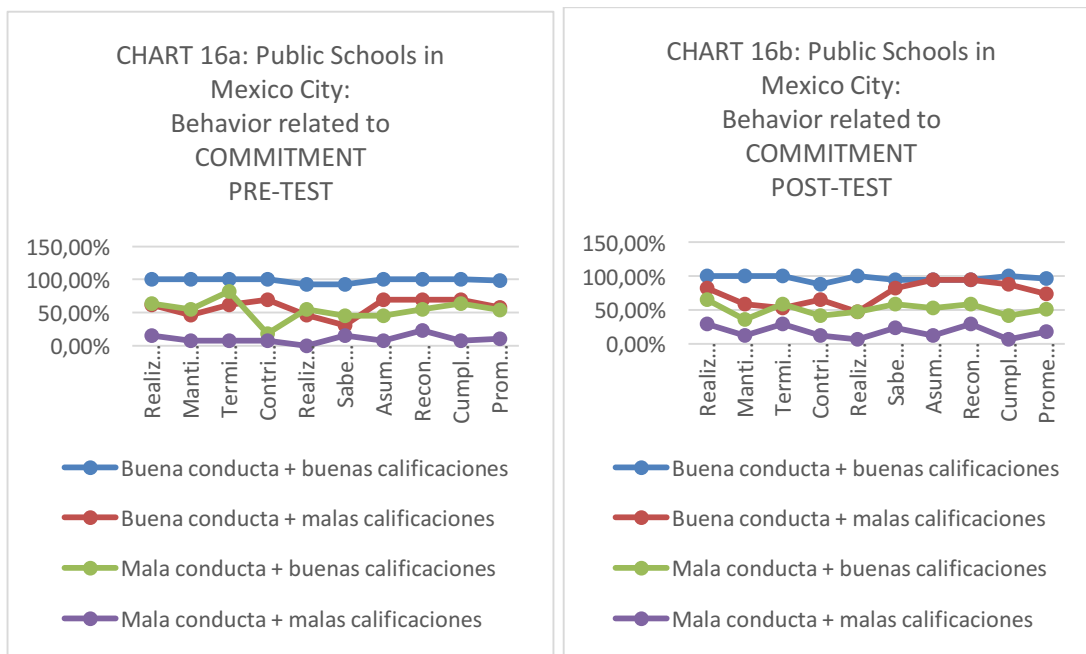
### 3.6.2.2 Changes in behavior related to the value of cooperation



The comparative analysis of Charts 15a and 15b allows us to report the following findings:

1. The most significant changes related to behavior including cooperation are presented in the students of **Profile 4**. On average, the dimensions associated with this value changed positively with Program implementation by 23%. The highest changes occur in: "working cooperatively with others as a member of the team" (35%); "cooperating with school administrators and teachers by following the rules of the school" (28%); "playing collaboratively so that everyone has a good time" (26%); and, "cooperating with others so that the activities or tasks go well" (24%). All other dimensions of this value have positive percentage variations.
2. In relation to **Profile 2** students, relevant changes are also evidenced by an average of 21%. The dimensions that presented higher positive changes are: "helping in activities or group work" (42%); "working collaboratively with others as a member of the team" (24%); "cooperating with school administrators and teachers by following school rules" (24%); "cooperating with others so that the activities or tasks go well" (24%). All other dimensions or behaviors associated with this value present positive changes in this group.
3. The behavior associated with cooperation for **Profile 3** students also shows positive changes by an average of 18%. The highest changes are those related to the following behaviors: "sharing their things with other children" (43%); "helping others when they need it" (32%); "helping with group activities" (28%); and, "cooperating in the classroom by collecting materials and cleaning up work areas" (22%). There is no evidence of change in: "cooperating with others so that the activities or tasks go well".
4. There are no changes of the students in **Profile 1** in relation to the behaviors associated with cooperation.

### 3.6.2.3 Changes in behavior related to the value of commitment



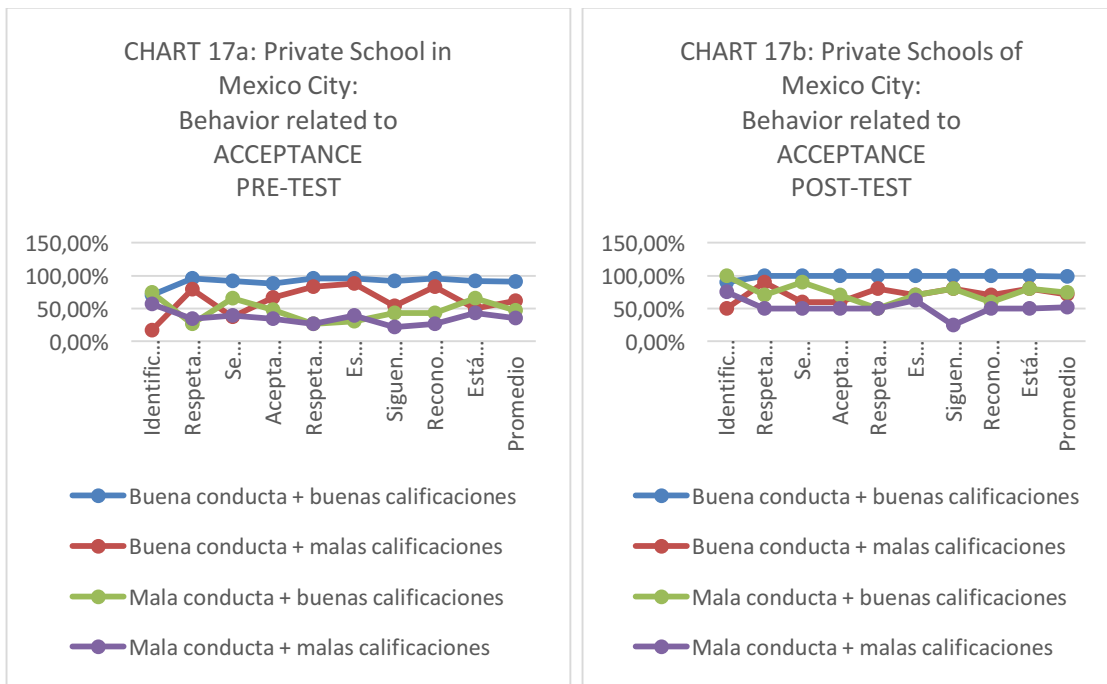
When comparing Charts 16a and 16b, we can conclude the following:

1. **Profile 2** students' behavior, after the Program was implemented, shows changes in the different dimensions of the value of commitment by an average of 16%. The dimensions with the highest percentage changes are: "knowing how and when to ask for help" (52%); "assuming responsibility for their actions" (25%); "recognizing that everyone has rights and responsibilities" (25%); and, "carrying out the tasks assigned" (21%). There are no changes in "Completing the tasks assigned to them"; "Contributes to a more pleasant atmosphere in the classroom."
2. The students of **Profile 4** present changes in their behavior by an average of 7% for all of the dimensions of the value of commitment. The dimensions of this value that present the highest percentage changes are: "Completing the tasks assigned to them" (22%); "carrying out the tasks assigned to them" (14%); and, "knowing how and when to ask for help" (8%). There are no changes in: "keeping their promises".

- The classroom behavior of the students of **Profile 1 and 3** do not present changes with respect to the dimensions of commitment.

### 3.6.3. Changes in the behavior of students in the private schools of Mexico City

#### 3.6.3.1 Changes in behaviors associated with the value of acceptance



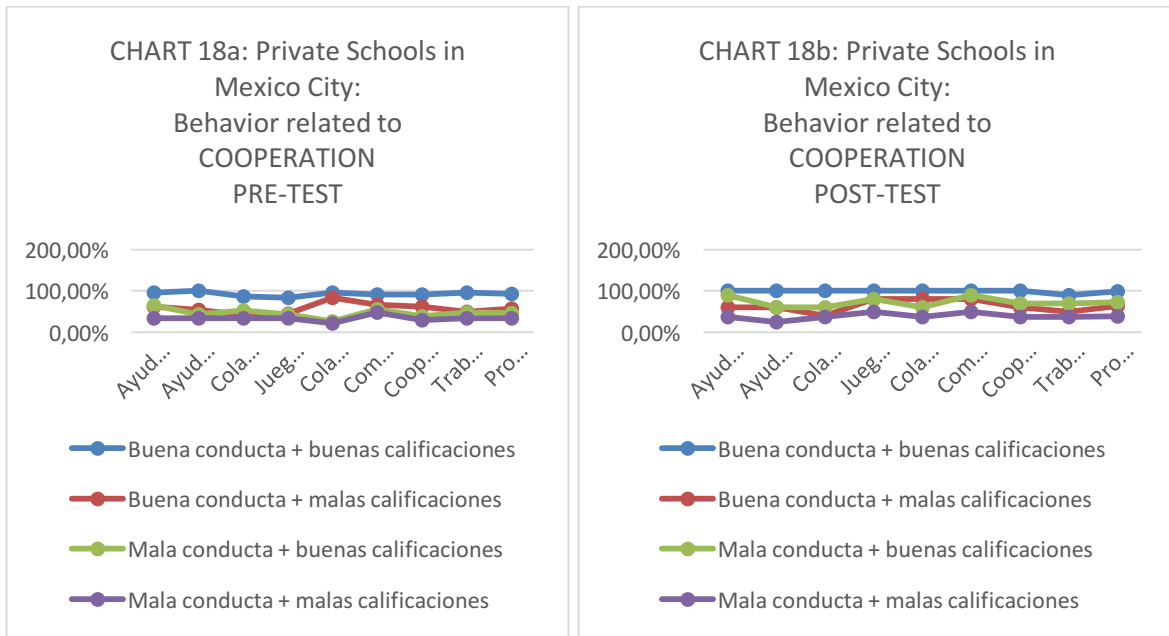
From the comparative analysis of Charts 17a and 17b, in the private schools of Mexico City, significant positive changes of the C9W Program can be identified in behaviors associated with the value of acceptance for the four (4) profiles of students evaluated; as follows:

- Profile 3** group is the one with the highest percentage of positive changes in the dimensions of this value, by an average of 28%. The behaviors that show the most significant percentage variations are: "respecting different points of view" (44%); "being kind to people even if they are different from them" (40%); "following instructions" (37%); "identifying and expressing their feelings" (26%). All the other dimensions or behaviors of this value present positive changes between 14% and 25%.

2. **Profile 4** group also shows positive variations in their behavior once the program was applied. Thus, on average, the valuation of the dimensions of this value increased by 16 percentage points, with the following dimensions substantiating this change: "respecting agreements" (24%); "recognizing and respecting individual differences" (24%); "being kind to people even if they are different from them" (23%).
3. Considering **Profile 2**, there are positive behavior changes for many dimensions of this value. On average, the set of behaviors associated with this value varied by 9%. The dimensions that present the most significant changes are: "identifying and expressing their feelings" (33%); "being willing to try new things" (30%); "recognizing themselves as a valuable person" (23%). The following behaviors do not change: "accepting changes", "respecting agreements"; "being kind to people even if they are different"; and, "recognizing and respecting individual differences."
4. The students of **Profile 1** present positive changes in all the dimensions or behaviors associated with this value. The average percentage of positive variation for the set of dimensions of this value is 8% between the pre-test and the post-test.

#### **3.6.3.2 Changes in students' behavior in relation to the value of cooperation**





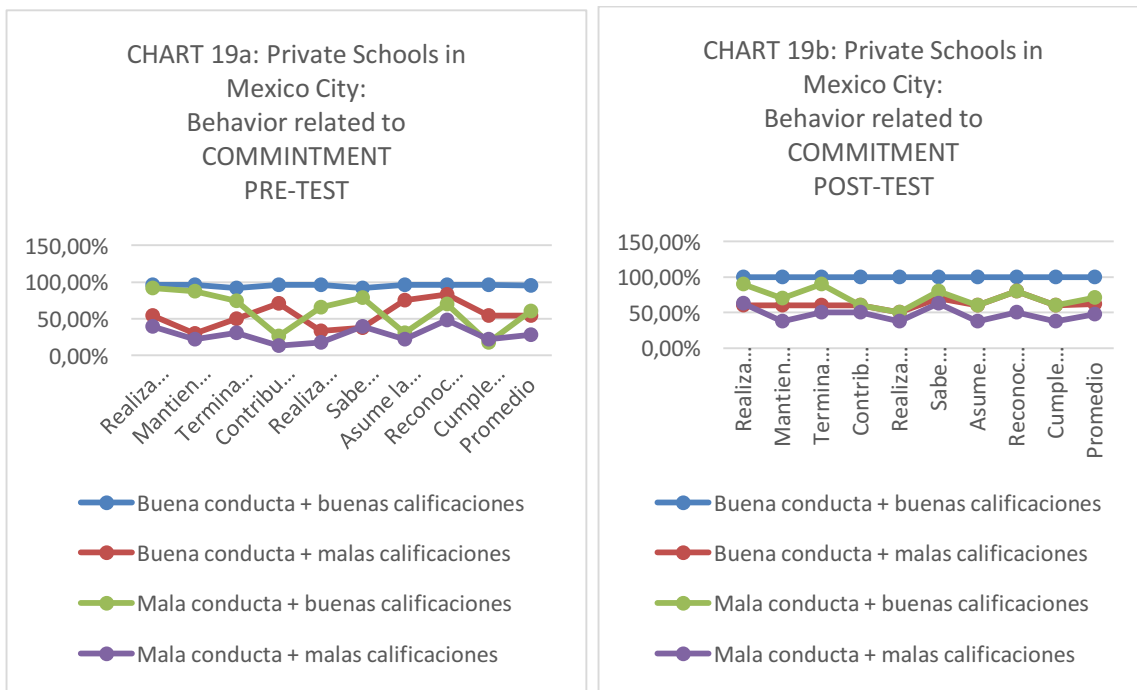
With different percentage variations, the student groups of the four profiles show positive changes in the behaviors associated with the value of cooperation. The findings in this regard are the following:

1. The group with the highest changes is **Profile 3**, which on average represents a positive change of 26%. Although all the dimensions of this group changed favorably, those with the highest percentage of variation are: "playing collaboratively, so everyone has a good time" (37%); "cooperating with school administrators and teachers by following school rules" (34%), "sharing their materials with other children" (34%); and, "cooperating in their classroom by collecting materials and cleaning up the places where he/she worked" (31%).
2. With an average percentage of 6%, the students of **Profile 1** also show positive changes in their behaviors related to cooperation. The highest values are presented in the following areas: "playing collaboratively so everyone has a good time" (17%); "sharing their materials with other children" (8%); and, "cooperating in their classroom by collecting materials and cleaning the places where he/she worked"

(8%). There were no changes in this group, regarding the following behaviors: "helping others when they need it" and "working collaboratively."

3. The group of students of **Profile 2** also presents positive modifications by an average of 6%. The dimension with the highest level of change or improvement is: "playing collaboratively so everyone has a good time" (34%); and, "sharing their materials with other children" (13%).
4. The behavior of students in **Profile 4** also reports positive changes with respect to the dimensions of this value. Thus, on average, the changes reflect 5 percentage points. "cooperating with school administrators and teachers by following the rules of the school" (16%) and, "playing collaboratively so everyone has a good time" (16%) are the dimensions with the highest percentages of positive variation. There are no changes in "helping others when they need it" within this group.

### 3.6.3.3 Changes in behaviors associated with the value of commitment



Although with different percentage variations, the first relevant finding is that the groups of students of the four profiles show positive changes in the behaviors associated with the value of commitment. It can be observed that:

1. The students of **Profile 4**, by an average of 19%, present the highest percentage of positive changes linked to this value. The dimensions: "Contributes to a more pleasant environment" (37%); "carrying out the tasks assigned to them" (23%); "knowing how and when to ask for help" (23%), are the ones with the highest percentage variation.
2. **Profile 3** group evidences a change of 11% on average for the set of behaviors related to commitment. The highest values are obtained by the following dimensions: "fulfilling their promises" (43%), "contributing to a more pleasant environment" (34%); "assuming responsibility for their actions" (30%).
3. **Profile 2** students also show positive changes in the behaviors associated with the value of commitment by an average of 8%. The most significant percentage variations are represented by "remaining interested in a task, even if it seems difficult" (31%); and, "knowing how and when to ask for help" (34%).
4. The students of **Profile 1** also present percentages of positive change in relation to the dimensions or behaviors of this value. Thus, of all the dimensions which present positive changes, the highest are: "remaining interested in a task even if it seems difficult", which varies by 8 percentage points; and, "knowing how and when to ask for help" which also changes by the same percentage.

<b>TABLE 37: SUMMARY OF PERCENTAGE DIFFERENCES IN PRE- AND POST-TEST BEHAVIOR</b>				
<b>Type of School</b>	<b>Profile 1: Good behavior + Good grades</b>	<b>Profile 2: Good behavior + Poor grades</b>	<b>Profile 3: Misconduct + Good grades</b>	<b>Profile 4: Misconduct + Poor grades</b>
<b>Public Schools Ecatepec</b>		Acceptance 9%	11%	13%
		Cooperation 6%	4%	14%
		Commitment 2%	5%	10%
<b>Average</b>	<b>0%</b>	<b>5.7%</b>	<b>6.7%</b>	<b>12.8%</b>
<b>Public Schools Mexico City</b>		Acceptance 6%	12%	10%
		Cooperation 21%	18%	23%
		Commitment 16%		7%
<b>Average</b>	<b>0%</b>	<b>14.3%</b>	<b>10%</b>	<b>13.3%</b>
<b>Private Schools Mexico City</b>	Acceptance 8%	Acceptance 9%	28%	16%
	Cooperation 6%	Cooperation 6%	26%	5%
		Commitment 8%	11%	19%
<b>Average</b>	<b>4.6%</b>	<b>7.7%</b>	<b>21.7%</b>	<b>13.3%</b>
<b>AVERAGE PER STUDENT PROFILE</b>	<b>1.5%</b>	<b>9.2%</b>	<b>12.8%</b>	<b>13%</b>

**IV. PROGRAM ASSESSMENT**

Parents, students, teachers and school administrators were asked about the implementation of C9W and its evaluation. To this end, a program evaluation survey (see Annex 8: Program Evaluation Questionnaire) was applied to a random sample of participants in the program (trial schools).

There were a total of 849 participants that responded to the survey:

- 713 students
- 113 teachers
- 23 school administrators
- 453 parents

Regarding the implementation of the Program, the majority of the parents in the schools where C9W was implemented had knowledge of its implementation, since 80% of the parents indicated that both their children and they participated in C9W. 4% answered no, 8% answered "I do not know" and 8% did not answer.

On the other hand, with regard to the implementation frequency of C9W, surveyed participants reported that, in most cases, the Program was implemented every week, as reported by 40% of students, 46% of teachers and 39% of administrators.

<b>TABLE 38: WORKING FREQUENCY RANGE WITH C9W</b>			
FREQUENCY	STUDENTS	TEACHERS	ADMINIST.
	Percentage	Percentage	Percentage
1.- Every week	33.7%	46.0%	39.1%
2.- Once a month	32.3%	23.9%	21.7%
3.- Several times a year	24.8%	23.9%	21.7%
4.- Never	6.9%	0	0
9.- No response	2.4%	6.2%	17.4%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The various ways of Program implementation indicated by the participants reflect diverse activities carried out in the classroom, in the family and in the school. Among the most frequent we have: reading the Program's book (59% students, 96% teachers), listening and learning values with actions to perform in school (59% students); encouraging students to demonstrate behaviors similar to those seen in the Cloud9World books (92% of teachers and 57% of administrators).

<b>TABLE 39: STUDENTS' PARTICIPATION IN C9W</b>	
<b>I participated in the C9W Program as follows:</b>	<b>Percentage</b>
Wearing a sticker with the name of the value	<b>41.8%</b>
Listening and learning values with actions to carry out in my school	<b>58.5%</b>
Listening and reading the book on values in my school	<b>58.8%</b>
Listening and reading the book on values in my school	<b>39.1%</b>
Learning more about each value through daily activities	<b>44.9%</b>
Participating in assemblies and dialogues at school	<b>26.1%</b>
Doing Home Connection activities	<b>45.4%</b>
Discussing or implementing the values learned at home with the family	<b>43.5%</b>
Discussing and implementing the values worked at school with my colleagues and my teachers	<b>45.0%</b>

<b>TABLE 40: TEACHERS' PARTICIPATION IN C9W</b>	
<b>I participated in the C9W Program as follows:</b>	<b>Percentage</b>
I wore the-value-of –the-month button.	<b>78.8%</b>
I encouraged the students to demonstrate, in school and at home, similar behaviors to those seen in the Cloud9World books.	<b>92.0%</b>
I used the evaluation elements to know the extent to which my students understood the values.	<b>53.1%</b>
I read the stories from the books to discuss values in the classroom.	<b>96.5%</b>
I promoted the importance of doing the Home Connection activities.	<b>69.9%</b>
I used the methodological guidelines and applied value learning activities in the group and/or at school.	<b>74.3%</b>
I used the banner to point out the manifestation of children's positive behavior.	<b>65.5%</b>
I used the behavior rubrics to monitor the progress of the application of values by students in the classroom.	<b>38.1%</b>

<b>TABLE 41: SCHOOL ADMINISTRATIVES' PARTICIPATION IN C9W</b>	
<b>I participated in the C9W Program as follows:</b>	<b>Percentage</b>
I wore the-value-of-the-month button.	<b>43.5%</b>
I followed up on the activities carried out by the teachers in relation to C9W	<b>56.5%</b>
I encouraged the students and teachers to demonstrate the values worked on with Cloud9World	<b>52.2%</b>
I promoted Home Connection activities	<b>30.4%</b>
I supported teachers to carry out school activities linked to the values worked on by Cloud9World	<b>56.5%</b>

<b>TABLE 41: PARENTS' PARTICIPATION IN C9W</b>	
<b>I participated in the C9W Program as follows:</b>	<b>Percentage</b>
Reading the Cloud9World books with at home my child	<b>37.3%</b>
Encouraging my child to show values in the school and at home	<b>55.4%</b>
Talking about values and their importance with my child	<b>49.2%</b>
Doing value-related activities assigned by the school with my child	<b>34.9%</b>
Integrating all family members to speak about and practice values	<b>41.7%</b>
Participating in school activities related to values	<b>38.6%</b>
Other	<b>5.1%</b>

Participants confirm that the three programmed values were worked on, with acceptance being the value with the highest percentage.

<b>TABLE 42: WORKED-ON VALUES</b>				
<b>VALUE</b>	<b>STUDENTS</b>	<b>TEACHERS</b>	<b>ADMINISTR.</b>	<b>PARENTS</b>
	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>
Acceptance	62.1%	96.5%	100.0%	45.3%
Cooperation	48.5%	96.5%	100.0%	40.6%
Commitment	38.1%	88.5%	82.6%	40.4%

The participants' perception of C9W is very favorable. Most of them show high percentages of "a lot" responses to questions related to the program.

- 63% of students liked working with C9W "a lot".
- 58% of students consider that C9W helped "a lot" to demonstrate values in their family.
- 54% of students consider that C9W helped "a lot" to demonstrate values in their classroom.
- 50% of parents consider that the C9W Program helped their children to demonstrate positive values and attitudes in the school and at home "a lot."
- 48% of school administrators consider that C9W strengthens values in the students "a lot."

- 40% of teachers consider that Cloud9World helps "a lot" to improve relations and coexistence among school members.
- 42% of parents consider that the C9W program helped them "a lot" to demonstrate positive attitudes and values as a family.

"A lot" responses for each type of actor are presented in the following tables:

<b>TABLE 43: "A LOT" OPINIONS FROM STUDENTS</b>	
<b>Statement:</b>	<b>Percentage of "a lot" responses</b>
I liked working with Cloud9World.	<b>63.3%</b>
I think Cloud9World helped me learn values.	<b>70.4%</b>
I think Cloud9World helped to demonstrate values in my family.	<b>58.1%</b>
I think Cloud9World helped to demonstrate values in my group.	<b>53.4%</b>
I believe that Cloud9World helped to improve relationships and coexistence in my school.	<b>54.0%</b>

<b>TABLE 44: "A LOT" OPINIONS FROM TEACHERS</b>	
<b>Statement:</b>	<b>Percentage of "a lot" responses</b>
I enjoyed working with Cloud9World with my students.	<b>37.2%</b>
I think Cloud9World is useful for my teaching work.	<b>36.3%</b>
I believe that Cloud9world strengthens values in students.	<b>31.9%</b>
I believe that Cloud9world strengthens values in the families of students.	<b>31.0%</b>
I think Cloud9World helps to improve the school climate in the classroom.	<b>38.1%</b>
I think Cloud9World helps improve relationships and coexistence among the members of the school.	<b>39.8%</b>



<b>TABLE 45: "A LOT" OPINIONS FROM SCHOOL ADMINISTRATORS</b>	
<b>Statement:</b>	<b>Percentage of "a lot" responses</b>
I liked that Cloud9World was implemented in this school.	<b>34.8%</b>
I think Cloud9World was positive for the school.	<b>30.4%</b>
I believe that Cloud9World strengthens values in students.	<b>47.8%</b>
I believe that Cloud9World strengthens values in the families of the students.	<b>34.8%</b>
I think Cloud9World helps teachers to improve classroom climate.	<b>26.1%</b>
I think Cloud9World helps to improve relationships and coexistence among the members of the school.	<b>17.4%</b>

Participants refer to several elements of C9W that they enjoyed. The books were the most common element pointed out by students, teachers and parents as one of the main elements that they liked most about C9W. Other elements indicated with greater frequency, were:

- Students: Reading the books (54%), classroom activities (31%) and learning more about the animals of the books (23%).
- Teachers: The books (73%), methodology guidelines and their activities (61%), the banner, stickers and visual elements of the program (61%).
- Parents: Classroom activities (40%), the books (37%), learning about values (31%).

The methodology and materials of C9W were very well received by the majority of participants, 87% of students and teachers, 83% of administrators, and 80% of parents consider that the C9W Program is important for their school.

Finally, they were asked about other values that they consider important. In the first place, the value most frequently mentioned by all the actors was responsibility (72% students, 95% teachers, 78% administrators and 66% parents). The second place corresponds to integrity and honesty (5% students, 3% teachers, 13% administrators, 4% parents). The third place, for parents and students is happiness (5.3% of students and 3.5% of parents), and for teachers it is respect (1%) and for administrators, trust (4%).

## V. CONCLUSIONS

The results show that the implementation of C9W has generated significant changes in most cases in 4 of the 5 evaluated dimensions:

- Cloud9World has contributed to the **inclusion of social emotional skills** (by 1.4%) and **values** (by 4.3%) in school practices.
- The schools that implemented the C9W Program show a statistically significant percentage difference (level of statistical significance of 0.000), before and after the program (pre- and post-test) with respect to **the knowledge of the three values**.
- From the implementation of C9W, **the comprehension of the values** of acceptance, cooperation and commitment by the school actors has been broadened. The evaluation made it possible to demonstrate the existence of changes such as: a broad interpretation of the concepts associated with each value, the increase in the number of school actors that identify these concepts, the association with a correct meaning of the value and giving greater weight to more complex value meanings. These changes contribute to a greater and better understanding of the values, and they are present in all the school actors that participated in the evaluation, except the principal and low primary students mainly.
- Cloud9World contributes to the **implementation (application) of values**. Both in the personal practice of values, and in the classroom and in the family. Statistically significant differences were found only in the schools that implemented C9W. On the contrary, the control schools that did not implement C9W, not only do not present significant differences, but show a negative trend, i. e. there are several cases where the practice of the values in the post-test decreased as compared with the initial test.

- Changes are mainly observed in **the personal practice of values** among the students of low primary school (1st, 2nd and 3rd grade) who demonstrate a statistically significant percentage difference (0.000 and 0.001) between the pre- and post-test with regard to the three evaluated values. This is not the case in the schools that did not implement the Program, which show no significant differences or even present a negative trend.
- **The personal practice of the value of acceptance** corresponds to the value that presented the greatest changes, both in low and high primary students, resulting into a statistically significant percentage difference between the pre- and post-test (0.001 and 0.022) respectively.
- The practice of values in the classroom increased after the implementation of C9W, where the percentage differences between the pre- and post-test in the schools that implemented C9W were always positive. Unlike the schools that did not implement C9W where no significant percentage differences were observed, the schools that did implement C9W resulted in statistically significant changes in 4 cases:
  - Low primary students who report higher acceptance in the classroom.
  - High primary students who report more cooperation in the classroom.
  - High primary students who report greater commitment in the classroom.
  - Teachers who report greater commitment in the classroom.
- The application of values in the family is the area that shows the least number of statistically significant changes. However, the difference between the schools that implemented C9W and those that did not, is also evident, because in the case of schools with C9W the percentage differences are always positive between the pre- and post-tests. These differences indicate an increasing practice of values. The value of acceptance is the one that presents statistically significant differences from the point of view of low primary students. The schools that did not implement C9W do not show any significant changes, and in several cases the percentage difference is

negative between pre- and post-test, indicating that the values in the final evaluation are present to a lesser extent.

- The results indicate that all the actors: students, teachers and parents, both in the schools where C9W was implemented (Trial schools) and in those that were not implemented (Control schools) perceive the school climate as being less favorable as the school year progresses. In other words, the generalized trend is that "never + rarely" responses associated with a negative school climate perception increase between the pre- and post-test. On the other hand, "almost always + always" responses associated with the perception of a positive school climate diminish between the pre- and post-test.
- The negative perception of school climate tends to decrease in schools that implemented C9W. In contrast, it is higher in schools that did not implement it.
- **C9W contributes to the school climate maintaining or increasing characteristics associated with a positive school climate**, which tend to decrease as the school year progresses.
- It is not possible to reach firm or reliable conclusions regarding **school achievement** since the grade records of all the schools and terms were not available.
- The C9W methodology influences **the behavior of students, mainly of those with poor grades and misconduct** (Profile 4), who were the ones with the greatest percentage difference between the pre- and post-test, (13%) according to the evaluation of the teachers. Secondly, students with misconduct and good grades show a difference of 12.8% between the pre- and the post-test. Third, students with good behavior and poor grades, 9.2%. For students with good behavior and good grades, changes were reported only in the private schools in Mexico City in connection with two values: acceptance (8%) and cooperation (6%).

## ANNEXES

### ANNEX 1: PARTICIPATING SCHOOLS

TABLE 1. PARTICIPATING SCHOOLS					
School Type	Location	Participation in the Project	No.	School Name	Session
Public	Ecatepec de Morelos, State of Mexico	Sample	1	Victoriano Granados B.	Full-time
			2	Ricardo Flores Magón	Morning
			3	Ricardo Flores Magón	Evening
			4	Alfonso Reyes Ochoa	Morning
			5	Alfonso Reyes Ochoa	Evening
			6	Sóstenes Rocha	Morning
			7	Sóstenes Rocha	Evening
			8	Manuel Acuña	Morning
			9	Manuel Acuña	Evening
			10	Siervo de la Nación	Morning
			11	Siervo de la Nación	Evening
			12	Telpochcalli	Morning
			13	Telpochcalli	Evening
			14	Tierra y Libertad	Morning
			15	Tierra y Libertad	Evening
			16	Jaime Torres Bodet	Morning
			17	Jaime Torres Bodet	Evening
				Control	18
Public	Mexico City	Sample	19	Suave Patria	Greetings Program schedule
			20	Lic. Alfredo V. Bonfil Pinto	Greetings Program schedule
			21	Prof. Carlos Fuentes Martínez	Greetings Program schedule
			22	Luis Martínez Murillo	Greetings Program schedule
			23	Héroe Antonio Reyes	Greetings Program schedule
			24	Prof. Roberto Oropeza Nájera	Greetings Program schedule
			25	Prof. Roberto Oropeza Nájera	<b>School Hours</b> Morning
				Control	26
Private	Mexico City	Sample	27	Renacimiento School	Morning
			28	Aberdeen Institute	Morning
			29	Francisco Possenti Institute	Morning
			30	Liceo Fraternal Mexicano	Morning
			31	Unión de México School	Morning
				Control	32

**ANNEX 2: EVALUATION INSTRUMENTS (IN ATTACHED FILE)**

### ANNEX 3: KNOWLEDGE OF VALUES: LEVEL OF STATISTICAL SIGNIFICANCE

Low Primary Students		
Have you heard to speak of ACCEPTANCE?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL Schools	<u>Public Schools – Ecatepec</u> : Trial schools, pre- /post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<u>Private Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<b>Trial schools pre-test and pos-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL Schools	<u>Public Schools – Ecatepec</u> : Control schools, pre-/post-test	0.795
	<u>Public Schools - Mexico City</u> : Control schools, pre-/post-test	0.134
	<u>Private Schools - Mexico City</u> : Control schools, pre-/post-test	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and pos-test</b>	<b>0.208</b>
Comparison CONTROL vs TRIAL shoos in the pre- test	<u>Public Schools – Ecatepec</u> : Trial and control schools, pre-test	0.016
	<u>Public Schools - Mexico City</u> : Trial and control schools, pre-test	0.710
	<u>Private Schools - Mexico City</u> : Trial and control schools, pre-test	0.181
	<b>Trial and control schools in the pre-test</b>	<b>0.174</b>
Comparison CONTROL vs TRIAL shoos in the post- test	<u>Public Schools – Ecatepec</u> : Trial and control schools, post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial and control schools, post-test	0.081
	<u>Private Schools - Mexico City</u> : Trial and control schools, post-test	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools in the post-test</b>	<b>0.000</b>

Low Primary Students		
Have you heard to speak of COOPERATION?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	<u>Public Schools – Ecatepec</u> : Trial schools, pre-/post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<u>Private Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<b>Trial schools pre-test and pos-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	<u>Public Schools – Ecatepec</u> : Control schools, pre-/post-test	0.718
	<u>Public Schools - Mexico City</u> : Control schools, pre-/post-test	0.168
	<u>Private Schools - Mexico City</u> : Control schools, pre-/post-test	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and pos-test</b>	<b>0.132</b>
Comparison CONTROL vs TRIAL shools in the pre-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, pre-test	0.046
	<u>Public Schools - Mexico City</u> : Trial and control schools, pre-test	0.479
	<u>Private Schools - Mexico City</u> : Trial and control schools, pre-test	0.551
	<b>Trial and control schools in the pre-test</b>	<b>0.034</b>
Comparison CONTROL vs TRIAL shools in the post-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, post-test	0.002
	<u>Public Schools - Mexico City</u> : Trial and control schools, post-test	0.575
	<u>Private Schools - Mexico City</u> : Trial and control schools, post-test	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools in the post-test</b>	<b>0.021</b>



Low Primary Students		
Have you heard to speak of COMMITMENT?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	<u>Public Schools – Ecatepec</u> : Trial schools, pre-/post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<u>Private Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<b>Trial schools pre-test and pos-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	<u>Public Schools – Ecatepec</u> : Control schools, pre-/post-test	0.796
	<u>Public Schools - Mexico City</u> : Control schools, pre-/post-test	0.603
	<u>Private Schools - Mexico City</u> : Control schools, pre-/post-test	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and pos-test</b>	<b>0.188</b>
Comparison CONTROL vs TRIAL shools in the pre-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, pre-test	0.207
	<u>Public Schools - Mexico City</u> : Trial and control schools, pre-test	0.099
	<u>Private Schools - Mexico City</u> : Trial and control schools, pre-test	0.102
	<b>Trial and control schools in the pre-test</b>	<b>0.408</b>
Comparison CONTROL vs TRIAL shools in the post-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial and control schools, post-test	0.592
	<u>Private Schools - Mexico City</u> : Trial and control schools, post-test	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools in the post-test</b>	<b>0.000</b>

High Primary Students		
Have you heard to speak of ACCEPTANCE?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	<u>Public Schools – Ecatepec</u> : Trial schools, pre-/post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<u>Private Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<b>Trial schools pre-test and pos-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	<u>Public Schools – Ecatepec</u> : Control schools, pre-/post-test	0.000
	<u>Public Schools - Mexico City</u> : Control schools, pre-/post-test	0.067
	<u>Private Schools - Mexico City</u> : Control schools, pre-/post-test	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and pos-test</b>	<b>0.000</b>
Comparison CONTROL vs TRIAL shools in the pre-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, pre-test	0.004
	<u>Public Schools - Mexico City</u> : Trial and control schools, pre-test	0.728
	<u>Private Schools - Mexico City</u> : Trial and control schools, pre-test	0.000
	<b>Trial and control schools in the pre-test</b>	<b>0.000</b>
Comparison CONTROL vs TRIAL shools in the post-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, post-test	0.419
	<u>Public Schools - Mexico City</u> : Trial and control schools, post-test	0.371
	<u>Private Schools - Mexico City</u> : Trial and control schools, post-test	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools in the post-test</b>	<b>0.094</b>

High Primary Students		
Have you heard to speak of COOPERATION?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	<u>Public Schools – Ecatepec</u> : Trial schools, pre-/post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<u>Private Schools - Mexico City</u> : Trial schools, pre-/post-test	0.059
	<b>Trial schools pre-test and pos-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	<u>Public Schools – Ecatepec</u> : Control schools, pre-/post-test	0.161
	<u>Public Schools - Mexico City</u> : Control schools, pre-/post-test	0.074
	<u>Private Schools - Mexico City</u> : Control schools, pre-/post-test	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and pos-test</b>	<b>0.048</b>
Comparison CONTROL vs TRIAL schools in the pre-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, pre-test	0.075
	<u>Public Schools - Mexico City</u> : Trial and control schools, pre-test	0.408
	<u>Private Schools - Mexico City</u> : Trial and control schools, pre-test	0.857
	<b>Trial and control schools in the pre-test</b>	<b>0.169</b>
Comparison CONTROL vs TRIAL schools in the post-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, post-test	0.666
	<u>Public Schools - Mexico City</u> : Trial and control schools, post-test	0.272
	<u>Private Schools - Mexico City</u> : Trial and control schools, post-test	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools in the post-test</b>	<b>0.483</b>

<b>High Primary Students</b>		
<b>Have you heard to speak of COMMITMENT?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	<u>Public Schools – Ecatepec</u> : Trial schools, pre-/post-test	0.000
	<u>Public Schools - Mexico City</u> : Trial schools, pre-/post-test	0.000
	<u>Private Schools - Mexico City</u> : Trial schools, pre-/post-test	0.015
	<b>Trial schools pre-test and pos-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	<u>Public Schools – Ecatepec</u> : Control schools, pre-/post-test	0.663
	<u>Public Schools - Mexico City</u> : Control schools, pre-/post-test	0.150
	<u>Private Schools - Mexico City</u> : Control schools, pre-/post-test	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and pos-test</b>	<b>0.971</b>
Comparison CONTROL vs TRIAL schools in the pre-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, pre-test	0.367
	<u>Public Schools - Mexico City</u> : Trial and control schools, pre-test	0.000
	<u>Private Schools - Mexico City</u> : Trial and control schools, pre-test	0.982
	<b>Trial and control schools in the pre-test</b>	<b>0.456</b>
Comparison CONTROL vs TRIAL schools in the post-test	<u>Public Schools – Ecatepec</u> : Trial and control schools, post-test	0.122
	<u>Public Schools - Mexico City</u> : Trial and control schools, post-test	0.143
	<u>Private Schools - Mexico City</u> : Trial and control schools, post-test	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools in the post-test</b>	<b>0.000</b>

## ANNEX 4: APPLICATION OF VALUES: LEVEL OF STATISTICAL SIGNIFICANCE

Application of the value in a personal way: How much ...(value)...do you show?

<b>Primary School Level</b>	<b>Application of the value of ACCEPTANCE</b>	<b>Application of the value of ACCEPTANCE in TRIAL schools per type of school</b>							
		<b>Public - Ecatepec</b>		<b>Public - Mexico City</b>		<b>Private - Mexico City</b>		<b>TOTAL</b>	
		<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + always</i>	70.4%	76.9%	61.2%	54.6%	70.8%	67.0%	68.7%	71.0%
	<i>Occasionally</i>	15.2%	18.3%	29.9%	33.6%	23.8%	28.8%	19.7%	23.0%
	<i>Never + Rarely</i>	14.4%	4.9%	8.9%	11.8%	5.4%	4.2%	11.6%	6.0%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	43.4%	48.3%	38.7%	39.5%	42.7%	41.7%	42.6%	46.4%
	<i>Occasionally</i>	46.8%	43.6%	46.4%	52.6%	51.1%	53.3%	47.4%	45.9%
	<i>Never + Rarely</i>	9.8%	8.1%	14.9%	7.9%	6.3%	5.0%	10.0%	7.7%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Primary School Level</b>	<b>Application of the value of ACCEPTANCE</b>	<b>Application of the value of ACCEPTANCE in CONTROL schools per type of school</b>							
Low students	<i>Almost always + always</i>	63.3%	46.4%	63.2%	41.2%	78.6%	0.0%	68.8%	44.4%
	<i>Occasionally</i>	20.0%	42.9%	10.5%	52.9%	21.4%	0.0%	18.2%	46.7%
	<i>Never + Rarely</i>	16.7%	10.7%	26.3%	5.9%	0.0%	0.0%	13.0%	8.9%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	38.5%	40.0%	56.0%	33.3%	55.2%	0.0%	44.7%	37.0%
	<i>Occasionally</i>	47.9%	50.0%	40.0%	58.3%	41.4%	0.0%	45.3%	53.7%
	<i>Never + Rarely</i>	13.5%	10.0%	4.0%	8.3%	3.5%	0.0%	10.0%	9.3%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

<b>Primary School Level</b>	<b>Application of the value of COOPERACIÓN</b>	<b>Application of the value of COOPERACIÓN in TRIAL schools per type of school</b>							
		<b>Public - Ecatepec</b>		<b>Public - Mexico City</b>		<b>Private - Mexico City</b>		<b>TOTAL</b>	
		<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + always</i>	59.5%	70.1%	61.7%	60.5%	74.2%	74.2%	63.7%	69.1%
	<i>Occasionally</i>	23.7%	24.3%	26.5%	28.6%	19.7%	23.3%	23.6%	24.9%
	<i>Never + Rarely</i>	16.8%	5.5%	11.7%	10.9%	6.1%	2.5%	13.8%	6.0%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	101.0%	100.0%
High students	<i>Almost always + always</i>	46.1%	47.5%	45.8%	41.5%	46.0%	50.8%	46.0%	47.3%
	<i>Occasionally</i>	42.3%	41.9%	39.8%	47.4%	45.7%	42.1%	42.4%	42.5%
	<i>Never + Rarely</i>	11.7%	10.6%	14.5%	11.2%	8.3%	7.2%	11.5%	10.2%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Primary School Level</b>	<b>Application of the value of COOPERACIÓN</b>	<b>Application of the value of COOPERACIÓN in CONTROL schools per type of school</b>							
Low students	<i>Almost always + always</i>	60.0%	73.3%	94.7%	58.8%	67.9%	0.0%	71.4%	68.1%
	<i>Occasionally</i>	20.0%	23.2%	0.0%	35.3%	32.1%	0.0%	19.5%	27.7%
	<i>Never + Rarely</i>	20.0%	3.3%	5.3%	5.9%	0.0%	0.0%	9.1%	4.3%
	<i>Total</i>	100.0%	99.9%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	29.2%	50.0%	60.0%	33.3%	48.3%	0.0%	38.0%	42.6%
	<i>Occasionally</i>	62.5%	46.7%	32.0%	37.5%	41.4%	0.0%	53.3%	42.6%
	<i>Never + Rarely</i>	8.3%	3.3%	8.0%	29.2%	10.3%	0.0%	8.7%	14.8%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

<b>Primary School Level</b>	<b>Application of the value of COMMITMENT</b>	<b>Application of the value of COMMITMENT in TRIAL schools per type of school</b>							
		<b>Public - Ecatepec</b>		<b>Public - Mexico City</b>		<b>Private - Mexico City</b>		<b>TOTAL</b>	
		<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + always</i>	53.3%	70.9%	55.7%	54.5%	66.0%	66.7%	56.2%	67.2%
	<i>Occasionally</i>	29.6%	21.1%	33.6%	30.7%	27.2%	27.2%	29.9%	23.9%
	<i>Never + Rarely</i>	17.2%	8.0%	10.7%	14.9%	6.8%	6.1%	14.0%	8.8%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	39.7%	39.9%	35.1%	40.4%	40.8%	46.9%	39.3%	40.9%
	<i>Occasionally</i>	42.9%	43.8%	46.5%	40.4%	48.2%	43.4%	44.2%	43.4%
	<i>Never + Rarely</i>	17.4%	16.3%	18.4%	19.2%	11.0%	9.7%	16.5%	15.7%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Primary School Level</b>	<b>Application of the value of COMMITMENT</b>	<b>Application of the value of COMMITMENT in CONTROL schools per type of school</b>							
Low students	<i>Almost always + always</i>	60.0%	75.0%	57.9%	40.0%	57.1%	0.0%	58.4%	61.5%
	<i>Occasionally</i>	16.7%	20.8%	21.1%	40.0%	39.3%	0.0%	26.0%	28.2%
	<i>Never + Rarely</i>	23.3%	4.2%	21.1%	20.0%	3.6%	0.0%	15.6%	10.3%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	21.9%	39.3%	65.2%	40.9%	37.9%	0.0%	31.8%	40.0%
	<i>Occasionally</i>	56.3%	35.7%	21.7%	40.9%	58.6%	0.0%	52.4%	38.0%
	<i>Never + Rarely</i>	21.9%	25.0%	13.0%	18.2%	3.5%	0.0%	16.9%	22.0%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	101.0%	100.0%

*Statistical Significance Level: Application of values in a personal way*

Acceptance

<b>Low Primary Students</b>		
<b>How much ACCEPTANCE do you show?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.000
	Public trial schools, pre-test and post-test in Mexico City	5.150
	Private trial schools, pre-test and post-test in Mexico City	0.691
	<b>Trial schools pre-test and post-test</b>	<b>0.001</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.169
	Public control schools, pre-test and post-test in Mexico City	0.015
	Private control schools, pre-test and post-test in Mexico City	No private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.004</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.695
	Public trial and control schools, pre-test in Mexico City	0.029
	Private trial and control schools, pre-test in Mexico City	0.411
	<b>Trial and control schools pre-test</b>	<b>0.907</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.002
	Public trial and control schools, post-test in Mexico City	0.284
	Private trial and control schools, post-test in Mexico City	No private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.001</b>

<b>High Primary Students</b>		
<b>How much ACCEPTANCE do you show?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.046
	Public trial schools, pre-test and post-test in Mexico City	0.102
	Private trial schools, pre-test and post-test in Mexico City	0.807
	<b>Trial schools pre-test and post-test</b>	<b>0.022</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.879
	Public control schools, pre-test and post-test in Mexico City	0.27
	Private control schools, pre-test and post-test in Mexico City	No private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.563</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.422
	Public trial and control schools, pre-test in Mexico City	0.147
	Private trial and control schools, pre-test in Mexico City	0.421
	<b>Trial and control schools pre-test</b>	<b>0.876</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.662
	Public trial and control schools, post-test in Mexico City	0.846
	Private trial and control schools, post-test in Mexico City	No private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.397</b>



Cooperation

<b>Low Primary Students</b>		
<b>How much cooperation do you show?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.000
	Public trial schools, pre-test and post-test in Mexico City	0.924
	Private trial schools, pre-test and post-test in Mexico City	0.312
	<b>Trial schools pre-test and post-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.132
	Public control schools, pre-test and post-test in Mexico City	0.017
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.396</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.843
	Public trial and control schools, pre-test in Mexico City	0.014
	Private trial and control schools, pre-test in Mexico City	0.173
	<b>Trial and control schools pre-test</b>	<b>0.285</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.858
	Public trial and control schools, post-test in Mexico City	740.000
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.837</b>

<b>High Primary Students</b>		
<b>How much cooperation do you show?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.673
	Public trial schools, pre-test and post-test in Mexico City	0.294
	Private trial schools, pre-test and post-test in Mexico City	0.586
	<b>Trial schools pre-test and post-test</b>	<b>0.468</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.096
	Public control schools, pre-test and post-test in Mexico City	0.084
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.275</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.001
	Public trial and control schools, pre-test in Mexico City	0.366
	Private trial and control schools, pre-test in Mexico City	0.878
	<b>Trial and control schools pre-test</b>	<b>0.034</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.431
	Public trial and control schools, post-test in Mexico City	0.058
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.520</b>

## Commitment

<b>Low Primary Students</b>		
<b>How much commitment do you show?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.000
	Public trial schools, pre-test and post-test in Mexico City	0.609
	Private trial schools, pre-test and post-test in Mexico City	0.976
	<b>Trial schools pre-test and post-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.144
	Public control schools, pre-test and post-test in Mexico City	0.457
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.732</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.289
	Public trial and control schools, pre-test in Mexico City	0.310
	Private trial and control schools, pre-test in Mexico City	0.396
	<b>Trial and control schools pre-test</b>	<b>0.758</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.784
	Public trial and control schools, post-test in Mexico City	0.578
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.765</b>

<b>High Primary Students</b>		
<b>How much commitment do you show?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.770
	Public trial schools, pre-test and post-test in Mexico City	0.472
	Private trial schools, pre-test and post-test in Mexico City	0.417
	<b>Trial schools pre-test and post-test</b>	<b>0.601</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.110
	Public control schools, pre-test and post-test in Mexico City	0.251
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.262</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.002
	Public trial and control schools, pre-test in Mexico City	0.016
	Private trial and control schools, pre-test in Mexico City	0.350
	<b>Trial and control schools pre-test</b>	<b>0.170</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.435
	Public trial and control schools, post-test in Mexico City	0.994
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.549</b>

## Application of values in the classroom

### Acceptance

Primary School Level	Application of the value of ACCEPTANCE IN THE CLASSROOM	Application of the value of ACCEPTANCE IN THE CLASSROOM in TRIAL schools per type of school							
		Public - Ecatepec		Public - Mexico City		Private - Mexico City		TOTAL	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + always</i>	52.9%	64.1%	46.1%	35.0%	37.4%	53.3%	48.7%	56.8%
	<i>Occasionally</i>	30.3%	23.8%	31.8%	32.5%	51.7%	30.0%	34.6%	26.6%
	<i>Never + Rarely</i>	16.9%	12.0%	22.1%	32.5%	10.9%	16.7%	16.8%	16.6%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	32.2%	34.7%	20.1%	23.6%	25.0%	26.2%	29.4%	32.3%
	<i>Occasionally</i>	37.2%	38.6%	37.2%	30.6%	49.3%	42.4%	39.1%	38.3%
	<i>Never + Rarely</i>	30.6%	26.7%	42.7%	45.8%	25.7%	31.4%	31.5%	29.4%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Primary School Level	Application of the value of ACCEPTANCE IN THE CLASSROOM	Application of the value of ACCEPTANCE IN THE CLASSROOM in CONTROL schools per type of school							
Low students	<i>Almost always + always</i>	66.7%	35.7%	57.9%	29.4%	50.0%	0.0%	58.4%	33.3%
	<i>Occasionally</i>	16.7%	53.7%	26.3%	41.2%	46.4%	0.0%	29.9%	48.9%
	<i>Never + Rarely</i>	16.7%	10.7%	15.8%	29.4%	3.6%	0.0%	11.7%	17.8%
	<i>Total</i>	100.0%	100.1%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	27.1%	13.8%	32.0%	23.8%	20.7%	0.0%	26.7%	18.0%
	<i>Occasionally</i>	39.6%	37.9%	28.0%	42.9%	48.3%	0.0%	39.3%	40.0%
	<i>Never + Rarely</i>	33.3%	48.3%	40.0%	33.3%	31.0%	0.0%	34.0%	42.0%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

Responses of TEACHERS						
How much do you consider that ACCEPTANCE is shown among students in the classroom?	Trial		Control		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<i>Almost always + always</i>	65.7%	75.5%	85.7%	72.7%	67.6%	75.2%
<i>Occasionally + Rarely + Never</i>	34.3%	24.6%	14.3%	27.3%	32.5%	24.8%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Statistical Significance Level <math>\chi^2</math> Test:</i>	0.127		0.842		0.167	

## Cooperation

<u>Primary School Level</u>	<u>Application of the value of COOPERATION IN THE CLASSROOM</u>	Application of the value of COOPERATION IN THE CLASSROOM in TRIAL schools per type of school							
		Public - Ecatepec		Public - Mexico City		Private - Mexico City		TOTAL	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + always</i>	51.4%	54.4%	47.5%	35.8%	57.3%	63.6%	51.8%	52.2%
	<i>Occasionally</i>	27.6%	31.3%	32.5%	36.7%	32.9%	29.8%	29.6%	30.7%
	<i>Never + Rarely</i>	21.0%	14.3%	20.0%	27.5%	9.6%	6.6%	18.7%	17.2%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	99.8%	100.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	35.6%	42.7%	35.4%	26.2%	27.2%	32.8%	34.3%	39.5%
	<i>Occasionally</i>	39.1%	38.4%	37.4%	44.0%	48.2%	48.4%	40.3%	40.4%
	<i>Never + Rarely</i>	25.3%	18.9%	27.2%	29.8%	24.6%	18.8%	25.5%	20.1%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<u>Primary School Level</u>	<u>Application of the value of COOPERATION IN THE CLASSROOM</u>	Application of the value of COOPERATION IN THE CLASSROOM in CONTROL schools per type of school							
Low students	<i>Almost always + always</i>	60.0%	48.3%	68.4%	52.9%	57.1%	0.0%	61.0%	50.0%
	<i>Occasionally</i>	26.7%	34.5%	21.1%	17.7%	42.9%	0.0%	31.2%	28.3%
	<i>Never + Rarely</i>	13.3%	17.2%	10.5%	29.4%	0.0%	0.0%	7.8%	21.7%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + always</i>	31.3%	31.0%	32.0%	47.6%	32.1%	0.0%	31.5%	38.0%
	<i>Occasionally</i>	36.5%	51.7%	48.0%	23.8%	35.7%	0.0%	38.3%	40.0%
	<i>Never + Rarely</i>	32.3%	17.2%	20.0%	28.6%	32.1%	0.0%	30.2%	22.0%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

Responses of TEACHERS						
How much do you consider that COOPERATION is shown among students in the classroom?	Trial		Control		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<i>Almost always + Always</i>	71.5%	82.7%	78.6%	63.6%	72.2%	81.0%
<i>Occasionally + Rarely + Never</i>	28.5%	17.3%	21.4%	36.4%	27.8%	19.0%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Statistical Significance Level <math>\chi^2</math> Test</i>	0.576		0.124		0.091	

## Commitment

<u>Primary School Level</u>	<u>Application of the value of COMMITMENT IN THE CLASSROOM</u>	Application of the value of COMMITMENT IN THE CLASSROOM in TRIAL schools per type of school							
		Public - Ecatepec		Public - Mexico City		Private - Mexico City		TOTAL	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + Always</i>	53.6%	70.2%	51.4%	62.1%	59.9%	73.0%	54.4%	69.4%
	<i>Occasionally</i>	23.1%	22.0%	35.1%	23.3%	32.7%	18.3%	27.2%	21.5%
	<i>Never + Rarely</i>	23.3%	7.8%	13.5%	14.6%	7.5%	8.7%	18.5%	9.1%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	29.4%	29.9%	20.9%	18.0%	20.5%	25.5%	26.8%	28.0%
	<i>Occasionally</i>	38.0%	40.7%	36.0%	32.7%	48.7%	45.7%	39.4%	40.4%
	<i>Never + Rarely</i>	32.6%	29.4%	43.1%	50.4%	30.9%	28.7%	33.8%	31.6%
	<i>Total</i>	100.0%	100.0%	100.0%	101.0%	100.0%	100.0%	100.0%	100.0%
<u>Primary School Level</u>	<u>Application of the value of COMMITMENT IN THE CLASSROOM</u>	Application of the value of COMMITMENT IN THE CLASSROOM in CONTROL schools per type of school							
Low students	<i>Almost always + Always</i>	70.0%	58.3%	52.6%	62.5%	64.3%	0.0%	63.6%	60.0%
	<i>Occasionally</i>	26.7%	37.5%	36.8%	25.0%	25.0%	0.0%	28.6%	32.5%
	<i>Never + Rarely</i>	3.3%	4.2%	10.5%	12.5%	10.7%	0.0%	7.8%	7.5%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	21.9%	17.9%	29.2%	20.0%	20.7%	0.0%	22.8%	18.8%
	<i>Occasionally</i>	28.1%	50.0%	45.8%	30.0%	58.6%	0.0%	36.9%	41.7%
	<i>Never + Rarely</i>	50.0%	32.1%	25.0%	50.0%	20.7%	0.0%	40.3%	39.6%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

Responses of TEACHERS						
How much do you consider that COMMITMENT is shown among students in the classroom?	Trial		Control		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<i>Almost always + Always</i>	52.6%	63.9%	85.7%	72.7%	55.6%	64.7%
<i>Occasionally + Rarely + Never</i>	47.5%	36.1%	14.3%	27.3%	44.4%	35.3%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Statistical Significance Level <math>\chi^2</math> Test:</i>	0.017		0.559		0.131	

Acceptance

<b>Low Primary Students</b>		
<b>How much acceptance is shown in your classroom?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.003
	Public trial schools, pre-test and post-test in Mexico City	0.096
	Private trial schools, pre-test and post-test in Mexico City	0.002
	<b>Trial schools pre-test and post-test</b>	<b>0.003</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.012
	Public control schools, pre-test and post-test in Mexico City	0.225
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.028</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.250
	Public trial and control schools, pre-test in Mexico City	0.615
	Private trial and control schools, pre-test in Mexico City	0.306
	<b>Trial and control schools pre-test</b>	<b>0.233</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.000
	Public trial and control schools, post-test in Mexico City	0.773
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.003</b>

<b>High Primary Students</b>		
<b>How much acceptance is shown in your classroom?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.122
	Public trial schools, pre-test and post-test in Mexico City	0.390
	Private trial schools, pre-test and post-test in Mexico City	0.289
	<b>Trial schools pre-test and post-test</b>	<b>0.194</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.222
	Public control schools, pre-test and post-test in Mexico City	0.568
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.402</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.578
	Public trial and control schools, pre-test in Mexico City	0.353
	Private trial and control schools, pre-test in Mexico City	0.785
	<b>Trial and control schools pre-test</b>	<b>0.730</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.015
	Public trial and control schools, post-test in Mexico City	0.470
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.058</b>

## Cooperation

Low Primary Students		
How much cooperation is shown in your classroom?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.031
	Public trial schools, pre-test and post-test in Mexico City	0.122
	Private trial schools, pre-test and post-test in Mexico City	0.515
	<b>Trial schools pre-test and post-test</b>	<b>0.208</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.665
	Public control schools, pre-test and post-test in Mexico City	0.359
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.082</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.545
	Public trial and control schools, pre-test in Mexico City	0.222
	Private trial and control schools, pre-test in Mexico City	0.186
	<b>Trial and control schools pre-test</b>	<b>0.052</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.806
	Public trial and control schools, post-test in Mexico City	0.254
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.503</b>

High Primary Students		
How much cooperation is shown in your classroom?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.000
	Public trial schools, pre-test and post-test in Mexico City	0.173
	Private trial schools, pre-test and post-test in Mexico City	0.228
	<b>Trial schools pre-test and post-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.281
	Public control schools, pre-test and post-test in Mexico City	0.238
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.498</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.316
	Public trial and control schools, pre-test in Mexico City	0.553
	Private trial and control schools, pre-test in Mexico City	0.444
	<b>Trial and control schools pre-test</b>	<b>0.447</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.327
	Public trial and control schools, post-test in Mexico City	0.096
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.942</b>

## Commitment

<b>Low Primary Students</b>		
<b>How much commitment is shown in your classroom?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.000
	Public trial schools, pre-test and post-test in Mexico City	0.127
	Private trial schools, pre-test and post-test in Mexico City	0.032
	<b>Trial schools pre-test and post-test</b>	<b>0.000</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.67
	Public control schools, pre-test and post-test in Mexico City	0.754
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.907</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.036
	Public trial and control schools, pre-test in Mexico City	0.936
	Private trial and control schools, pre-test in Mexico City	0.663
	<b>Trial and control schools pre-test</b>	<b>0.058</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.201
	Public trial and control schools, post-test in Mexico City	0.971
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.270</b>

<b>High Primary Students</b>		
<b>How much commitment is shown in your classroom?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.248
	Public trial schools, pre-test and post-test in Mexico City	0.392
	Private trial schools, pre-test and post-test in Mexico City	0.440
	<b>Trial schools pre-test and post-test</b>	<b>0.417</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.090
	Public control schools, pre-test and post-test in Mexico City	0.229
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.781</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.002
	Public trial and control schools, pre-test in Mexico City	0.225
	Private trial and control schools, pre-test in Mexico City	0.490
	<b>Trial and control schools pre-test</b>	<b>0.258</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.370
	Public trial and control schools, post-test in Mexico City	0.973
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.302</b>



## Application of the value of acceptance in the family

### Acceptance

<u>Primary School Level</u>	<u>Application of the value of ACCEPTANCE IN YOUR FAMILY</u>	Application of the value of ACCEPTANCE IN YOUR FAMILY in TRIAL schools per type of school							
		Public - Ecatepec		Public - Mexico City		Private - Mexico City		TOTAL	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + Always</i>	52.9%	64.1%	46.1%	35.0%	37.4%	53.3%	48.7%	56.8%
	<i>Occasionally</i>	30.3%	23.8%	31.8%	32.5%	51.7%	30.0%	34.6%	26.6%
	<i>Never + Rarely</i>	16.9%	12.0%	22.1%	32.5%	10.9%	16.7%	16.8%	16.6%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	63.2%	62.5%	62.9%	71.1%	70.1%	67.4%	64.2%	64.1%
	<i>Occasionally</i>	27.6%	29.4%	25.0%	22.2%	23.4%	25.4%	26.5%	28.1%
	<i>Never + Rarely</i>	9.3%	8.1%	12.1%	6.7%	6.6%	7.3%	9.2%	7.8%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<u>Primary School Level</u>	<u>Application of the value of ACCEPTANCE IN YOUR FAMILY</u>	Application of the value of ACCEPTANCE IN YOUR FAMILY in CONTROL schools per type of school							
Low students	<i>Almost always + Always</i>	66.7%	35.7%	57.9%	29.4%	50.0%	0.0%	58.4%	33.3%
	<i>Occasionally</i>	16.7%	53.6%	26.3%	41.2%	46.4%	0.0%	29.9%	48.9%
	<i>Never + Rarely</i>	16.7%	10.7%	15.8%	29.4%	3.6%	0.0%	11.7%	17.8%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	59.4%	40.0%	65.4%	69.6%	82.8%	0.0%	64.9%	52.8%
	<i>Occasionally</i>	26.0%	53.3%	26.9%	21.7%	13.8%	0.0%	23.8%	39.6%
	<i>Never + Rarely</i>	14.6%	6.7%	7.7%	8.7%	3.5%	0.0%	11.3%	7.6%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

Responses of PARENTS						
How much ACCEPTANCE is shown in your family?	Trial		Control		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<i>Almost always + Always</i>	82.7%	83.8%	89.7%	85.9%	83.4%	84.0%
<i>Occasionally + Rarely + Never</i>	17.3%	16.2%	10.3%	14.1%	16.6%	16.0%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Statistical Significance Level <math>\chi^2</math> Test:</i>	0.460		0.430		0.676	

## Cooperation

<u>Primary School Level</u>	<u>Application of the value of COOPERATION IN YOUR FAMILY</u>	Application of the value of COOPERATION IN YOUR FAMILY in TRIAL schools per type of school							
		Public - Ecatepec		Public - Mexico City		Private - Mexico City		TOTAL	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + Always</i>	51.4%	54.4%	47.5%	35.8%	57.5%	63.6%	51.8%	52.7%
	<i>Occasionally</i>	27.6%	31.3%	32.5%	36.7%	32.9%	29.8%	29.6%	32.0%
	<i>Never + Rarely</i>	21.0%	14.4%	20.0%	27.5%	9.6%	6.6%	18.7%	15.3%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	62.0%	64.4%	61.2%	69.2%	65.2%	67.0%	62.4%	65.3%
	<i>Occasionally</i>	28.9%	27.6%	26.1%	22.6%	28.7%	28.4%	28.5%	27.2%
	<i>Never + Rarely</i>	9.1%	8.0%	12.7%	8.2%	6.1%	4.6%	9.1%	7.5%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<u>Primary School Level</u>	<u>Application of the value of COOPERATION IN YOUR FAMILY</u>	Application of the value of COOPERATION IN YOUR FAMILY in CONTROL schools per type of school							
Low students	<i>Almost always + Always</i>	60.0%	48.3%	68.4%	52.9%	57.1%	0.0%	61.0%	50.0%
	<i>Occasionally</i>	26.7%	34.5%	21.1%	17.7%	42.9%	0.0%	31.2%	28.3%
	<i>Never + Rarely</i>	13.3%	17.2%	10.5%	29.4%	0.0%	0.0%	7.8%	21.7%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	52.1%	73.3%	72.0%	72.7%	65.5%	0.0%	58.0%	73.1%
	<i>Occasionally</i>	36.5%	23.3%	20.0%	9.1%	24.1%	0.0%	31.3%	17.3%
	<i>Never + Rarely</i>	11.5%	3.3%	8.0%	18.2%	10.3%	0.0%	10.7%	9.6%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

Responses of PARENTS						
How much COOPERATION is shown in your family?	Trial		Control		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<i>Almost always + Always</i>	81.1%	83.8%	89.1%	81.9%	81.9%	83.7%
<i>Occasionally + Rarely + Never</i>	18.9%	16.2%	10.9%	18.1%	18.2%	16.3%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Statistical Significance Level <math>\chi^2</math> Test:</i>	0.080		0.133		0.213	

## Commitment

<u>Primary School Level</u>	<u>Application of the value of COMMITMENT IN YOUR FAMILY</u>	Application of the value of COMMITMENT IN YOUR FAMILY in TRIAL schools per type of school							
		Public - Ecatepec		Public - Mexico City		Private - Mexico City		TOTAL	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Low students	<i>Almost always + Always</i>	44.0%	54.2%	46.6%	32.4%	41.5%	53.5%	44.0%	50.2%
	<i>Occasionally</i>	34.3%	30.8%	32.4%	39.8%	46.9%	33.6%	36.3%	33.0%
	<i>Never + Rarely</i>	21.7%	15.0%	21.0%	27.8%	11.6%	12.9%	19.6%	16.9%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	52.7%	53.4%	54.4%	54.9%	60.8%	66.0%	54.2%	55.3%
	<i>Occasionally</i>	32.9%	34.0%	32.9%	37.5%	30.2%	25.1%	32.5%	33.1%
	<i>Never + Rarely</i>	14.4%	12.6%	12.7%	7.6%	9.0%	8.9%	13.3%	11.6%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<u>Primary School Level</u>	<u>Application of the value of COMMITMENT IN YOUR FAMILY</u>	Application of the value of COMMITMENT IN YOUR FAMILY in CONTROL schools per type of school							
Low students	<i>Almost always + Always</i>	46.7%	32.0%	52.6%	43.8%	50.0%	0.0%	49.4%	36.6%
	<i>Occasionally</i>	43.3%	52.0%	21.1%	37.5%	39.3%	0.0%	36.4%	46.3%
	<i>Never + Rarely</i>	10.0%	16.0%	26.3%	18.8%	10.7%	0.0%	14.3%	17.1%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
High students	<i>Almost always + Always</i>	45.8%	46.4%	50.0%	57.1%	65.5%	0.0%	50.3%	51.0%
	<i>Occasionally</i>	32.3%	50.0%	26.9%	14.3%	31.0%	0.0%	31.1%	34.7%
	<i>Never + Rarely</i>	21.9%	3.6%	23.1%	28.6%	3.5%	0.0%	18.5%	14.3%
	<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%

Responses of PARENTS						
How much COMMITMENT is shown in your family?	Trial		Control		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<i>Almost always + Always</i>	80.1%	81.6%	89.1%	82.9%	80.9%	81.7%
<i>Occasionally + Rarely + Never</i>	20.0%	18.4%	10.9%	17.1%	19.1%	18.3%
<i>Total</i>	100.1%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Statistical Significance Level <math>\chi^2</math> Test:</i>	0.325		0.190		0.596	

Statistical Significance Level: application of values in the family

Acceptance

Low Primary Students		
How much acceptance is shown in your family?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.003
	Public trial schools, pre-test and post-test in Mexico City	0.096
	Private trial schools, pre-test and post-test in Mexico City	0.002
	<b>Trial schools pre-test and post-test</b>	<b>0.003</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.012
	Public control schools, pre-test and post-test in Mexico City	0.255
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.028</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.250
	Public trial and control schools, pre-test in Mexico City	0.615
	Private trial and control schools, pre-test in Mexico City	0.306
	<b>Trial and control schools pre-test</b>	<b>0.233</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.002
	Public trial and control schools, post-test in Mexico City	0.773
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.003</b>

High Primary Students		
How much acceptance is shown in your family?		Statistical Significance Level $\chi^2$ Test
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.448
	Public trial schools, pre-test and post-test in Mexico City	0.142
	Private trial schools, pre-test and post-test in Mexico City	0.822
	<b>Trial schools pre-test and post-test</b>	<b>0.298</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.019
	Public control schools, pre-test and post-test in Mexico City	0.914
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.084</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.237
	Public trial and control schools, pre-test in Mexico City	0.800
	Private trial and control schools, pre-test in Mexico City	0.356
	<b>Trial and control schools pre-test</b>	<b>0.606</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.018
	Public trial and control schools, post-test in Mexico City	0.941
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.180</b>

## Cooperation

<b>Low Primary Students</b>		
<b>How much cooperation is shown in your family?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.031
	Public trial schools, pre-test and post-test in Mexico City	0.122
	Private trial schools, pre-test and post-test in Mexico City	0.515
	<b>Trial schools pre-test and post-test</b>	<b>0.208</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.665
	Public control schools, pre-test and post-test in Mexico City	0.359
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.082</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.545
	Public trial and control schools, pre-test in Mexico City	0.222
	Private trial and control schools, pre-test in Mexico City	0.186
	<b>Trial and control schools pre-test</b>	<b>0.052</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.806
	Public trial and control schools, post-test in Mexico City	0.254
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.503</b>

<b>High Primary Students</b>		
<b>How much cooperation is shown in your family?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.441
	Public trial schools, pre-test and post-test in Mexico City	0.224
	Private trial schools, pre-test and post-test in Mexico City	0.770
	<b>Trial schools pre-test and post-test</b>	<b>0.155</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.102
	Public control schools, pre-test and post-test in Mexico City	0.389
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.122</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.157
	Public trial and control schools, pre-test in Mexico City	0.560
	Private trial and control schools, pre-test in Mexico City	0.630
	<b>Trial and control schools pre-test</b>	<b>0.552</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.508
	Public trial and control schools, post-test in Mexico City	0.157
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.276</b>

Commitment

<b>Low Primary Students</b>		
<b>How much commitment is shown in your family?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.005
	Public trial schools, pre-test and post-test in Mexico City	0.071
	Private trial schools, pre-test and post-test in Mexico City	0.087
	<b>Trial schools pre-test and post-test</b>	<b>0.071</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.513
	Public control schools, pre-test and post-test in Mexico City	0.554
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.412</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.280
	Public trial and control schools, pre-test in Mexico City	0.590
	Private trial and control schools, pre-test in Mexico City	0.700
	<b>Trial and control schools pre-test</b>	<b>0.474</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.065
	Public trial and control schools, post-test in Mexico City	0.614
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.176</b>

<b>High Primary Students</b>		
<b>How much commitment is shown in your family?</b>		<b>Statistical Significance Level <math>\chi^2</math> Test</b>
Pre-test and Post-test comparison in TRIAL schools	Public trial schools, pre-test and post-test in Ecatepec	0.486
	Public trial schools, pre-test and post-test in Mexico City	0.267
	Private trial schools, pre-test and post-test in Mexico City	0.473
	<b>Trial schools pre-test and post-test</b>	<b>0.359</b>
Pre-test and Post-test comparison in CONTROL schools	Public control schools, pre-test and post-test in Ecatepec	0.051
	Public control schools, pre-test and post-test in Mexico City	0.571
	Private control schools, pre-test and post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Control schools pre-test and post-test</b>	<b>0.766</b>
Comparison CONTROL vs TRIAL schools in the pre-test	Public trial and control schools, pre-test in Ecatepec	0.124
	Public trial and control schools, pre-test in Mexico City	0.332
	Private trial and control schools, pre-test in Mexico City	0.594
	<b>Trial and control schools pre-test</b>	<b>0.196</b>
Comparison CONTROL vs TRIAL schools in the post-test	Public trial and control schools, post-test in Ecatepec	0.130
	Public trial and control schools, post-test in Mexico City	0.005
	Private trial and control schools, post-test in Mexico City	There are no private control schools in the post-test in Mexico City
	<b>Trial and control schools post-test</b>	<b>0.780</b>

## ANNEX 5: PERCENTAGES OF CLASSROOM BEHAVIOR

PUBLIC TRIAL SCHOOLS IN ECATEPEC - PRE-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	85	93.4%	36	39.6%	57	70.4%	37	42.5%
<i>Respects different points of view</i>	89	97.8%	80	87.9%	40	49.4%	14	16.1%
<i>Recognizes himself/herself as a valuable person</i>	87	95.6%	56	61.5%	60	74.1%	26	29.9%
<i>Accepts changes</i>	89	97.8%	65	71.4%	51	63.0%	15	17.2%
<i>Respects agreements</i>	91	100.0%	76	83.5%	32	39.5%	11	12.6%
<i>Is kind to people, even if they are different from him/her</i>	90	98.9%	84	92.3%	48	59.3%	23	26.4%
<i>Follows instructions</i>	91	100.0%	68	74.7%	47	58.0%	16	18.4%
<i>Recognizes and respects individual differences</i>	90	98.9%	86	94.5%	46	56.8%	21	24.1%
<i>Is willing to try new things</i>	89	97.8%	60	65.9%	62	76.5%	24	27.6%
<b>Average</b>	89	97.8%	67.9	74.6%	49.2	60.8%	20.8	23.9%

## PUBLIC TRIAL SCHOOLS IN ECATEPEC - POST-TEST

Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	85	95.5%	56	63.6%	61	70.9%	39	47.0%
<i>Respects different points of view</i>	88	98.9%	78	88.6%	45	52.3%	27	32.5%
<i>Recognizes himself/herself as a valuable person</i>	87	97.8%	66	75.0%	71	82.6%	36	43.4%
<i>Accepts changes</i>	88	98.9%	68	77.3%	57	66.3%	31	37.3%
<i>Respects agreements</i>	86	96.6%	81	92.0%	43	50.0%	23	27.7%
<i>Is kind to people, even if they are different from him/her</i>	86	96.6%	82	93.2%	48	55.8%	32	38.6%
<i>Follows instructions</i>	87	97.8%	76	86.4%	46	53.5%	21	25.3%
<i>Recognizes and respects individual differences</i>	86	96.6%	83	94.3%	45	52.3%	30	36.1%
<i>Is willing to try new things</i>	86	96.6%	68	77.3%	56	65.1%	35	42.2%
<b>Average</b>	87	97.3%	73.1	83.1%	52.4	61.0%	30.4	36.7%



PUBLIC CONTROL SCHOOLS IN ECATEPEC - PRE-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	5	83.3%	3	50.0%	2	40.0%	1	16.7%
<i>Respects different points of view</i>	6	100.0%	5	83.3%	4	80.0%	4	66.7%
<i>Recognizes himself/herself as a valuable person</i>	6	100.0%	6	100.0%	4	80.0%	3	50.0%
<i>Accepts changes</i>	6	100.0%	5	83.3%	4	80.0%	0	0.0%
<i>Respects agreements</i>	6	100.0%	5	83.3%	3	60.0%	1	16.7%
<i>Is kind to people, even if they are different from him/her</i>	6	100.0%	6	100.0%	4	80.0%	4	66.7%
<i>Follows instructions</i>	6	100.0%	5	83.3%	3	60.0%	0	0.0%
<i>Recognizes and respects individual differences</i>	6	100.0%	5	83.3%	3	60.0%	3	50.0%
<i>Is willing to try new things</i>	6	100.0%	4	66.7%	4	80.0%	3	50.0%
<b>Average</b>	6	98.1%	4.9	81.5%	3.4	68.9%	2.1	35.2%

PUBLIC CONTROL SCHOOLS IN ECATEPEC - POST-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	5	100.0%	2	40.0%	4	100.0%	2	40.0%
<i>Respects different points of view</i>	5	100.0%	4	80.0%	2	50.0%	2	40.0%
<i>Recognizes himself/herself as a valuable person</i>	5	100.0%	4	80.0%	3	75.0%	2	40.0%
<i>Accepts changes</i>	4	80.0%	4	80.0%	2	50.0%	2	40.0%
<i>Respects agreements</i>	5	100.0%	4	80.0%	3	75.0%	3	60.0%
<i>Is kind to people, even if they are different from him/her</i>	4	80.0%	4	80.0%	3	75.0%	2	40.0%
<i>Follows instructions</i>	5	100.0%	4	80.0%	2	50.0%	1	20.0%
<i>Recognizes and respects individual differences</i>	5	100.0%	3	60.0%	3	75.0%	2	40.0%
<i>Is willing to try new things</i>	4	80.0%	3	60.0%	2	50.0%	2	40.0%
<b>Average</b>	5	93.3%	3.6	71.1%	2.7	66.7%	2.0	40.0%

PUBLIC TRIAL SCHOOLS IN MEXICO CITY - PRE-TEST								
Acceptance <i>The student....</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	9	69.2%	6	46.2%	7	63.6%	5	38.5%
<i>Respects different points of view</i>	12	92.3%	11	84.6%	1	9.1%	1	7.7%
<i>Recognizes himself/herself as a valuable person</i>	13	100.0%	6	46.2%	8	72.7%	4	30.8%
<i>Accepts changes</i>	12	92.3%	10	76.9%	3	27.3%	3	23.1%
<i>Respects agreements</i>	13	100.0%	10	76.9%	3	27.3%	1	7.7%
<i>Is kind to people, even if they are different from him/her</i>	13	100.0%	13	100.0%	1	9.1%	3	23.1%
<i>Follows instructions</i>	13	100.0%	8	61.5%	7	63.6%	0	0.0%
<i>Recognizes and respects individual differences</i>	12	92.3%	11	84.6%	2	18.2%	2	15.4%
<i>Is willing to try new things</i>	13	100.0%	10	76.9%	5	45.5%	3	23.1%
<b>Average</b>	12	94.0%	9.4	72.6%	4.1	37.4%	2.4	18.8%

PUBLIC TRIAL SCHOOLS IN MEXICO CITY - POST-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	14	82.4%	8	47.1%	8	47.1%	8	47.1%
<i>Respects different points of view</i>	15	88.2%	16	94.1%	8	47.1%	3	17.6%
<i>Recognizes himself/herself as a valuable person</i>	17	100.0%	12	70.6%	11	64.7%	7	41.2%
<i>Accepts changes</i>	16	94.1%	12	70.6%	8	47.1%	4	23.5%
<i>Respects agreements</i>	17	100.0%	15	88.2%	6	35.3%	3	17.6%
<i>Is kind to people, even if they are different from him/her</i>	16	94.1%	15	88.2%	6	35.3%	3	17.6%
<i>Follows instructions</i>	17	100.0%	13	76.5%	11	64.7%	4	23.5%
<i>Recognizes and respects individual differences</i>	15	88.2%	15	88.2%	7	41.2%	6	35.3%
<i>Is willing to try new things</i>	16	94.1%	14	82.4%	10	58.8%	6	35.3%
<b>Average</b>	16	93.5%	13.3	78.4%	8.3	49.0%	4.9	28.8%

PUBLIC CONTROL SCHOOLS IN MEXICO CITY - PRE-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	2	100.0%	1	50.0%	1	50.0%	1	50.0%
<i>Respects different points of view</i>	2	100.0%	2	100.0%	1	50.0%	1	50.0%
<i>Recognizes himself/herself as a valuable person</i>	2	100.0%	1	50.0%	2	100.0%	1	50.0%
<i>Accepts changes</i>	2	100.0%	2	100.0%	2	100.0%	1	50.0%
<i>Respects agreements</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Is kind to people, even if they are different from him/her</i>	2	100.0%	2	100.0%	0	0.0%	0	0.0%
<i>Follows instructions</i>	2	100.0%	2	100.0%	2	100.0%	1	50.0%
<i>Recognizes and respects individual differences</i>	2	100.0%	2	100.0%	2	100.0%	1	50.0%
<i>Is willing to try new things</i>	2	100.0%	2	100.0%	1	50.0%	1	50.0%
<b>Average</b>	2	100.0%	1.8	88.9%	1.3	66.7%	0.8	38.9%

PUBLIC CONTROL SCHOOLS IN MEXICO CITY - POST-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	5	100.0%	2	40.0%	5	100.0%	2	40.0%
<i>Respects different points of view</i>	5	100.0%	3	60.0%	2	40.0%	0	0.0%
<i>Recognizes himself/herself as a valuable person</i>	5	100.0%	3	60.0%	4	80.0%	3	60.0%
<i>Accepts changes</i>	5	100.0%	3	60.0%	1	20.0%	1	20.0%
<i>Respects agreements</i>	5	100.0%	3	60.0%	1	20.0%	1	20.0%
<i>Is kind to people, even if they are different from him/her</i>	5	100.0%	4	80.0%	4	80.0%	1	20.0%
<i>Follows instructions</i>	5	100.0%	4	80.0%	3	60.0%	0	0.0%
<i>Recognizes and respects individual differences</i>	5	100.0%	4	80.0%	2	40.0%	1	20.0%
<i>Is willing to try new things</i>	5	100.0%	3	60.0%	2	40.0%	2	40.0%
<b>Average</b>	5	100.0%	3.2	64.4%	2.7	53.3%	1.2	24.4%

PRIVATE TRIAL SCHOOLS IN MEXICO CITY - PRE-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	17	70.8%	4	16.7%	17	73.9%	13	56.5%
<i>Respects different points of view</i>	23	95.8%	19	79.2%	6	26.1%	8	34.8%
<i>Recognizes himself/herself as a valuable person</i>	22	91.7%	9	37.5%	15	65.2%	9	39.1%
<i>Accepts changes</i>	21	87.5%	16	66.7%	11	47.8%	8	34.8%
<i>Respects agreements</i>	23	95.8%	20	83.3%	6	26.1%	6	26.1%
<i>Is kind to people, even if they are different from him/her</i>	23	95.8%	21	87.5%	7	30.4%	9	39.1%
<i>Follows instructions</i>	22	91.7%	13	54.2%	10	43.5%	5	21.7%
<i>Recognizes and respects individual differences</i>	23	95.8%	20	83.3%	10	43.5%	6	26.1%
<i>Is willing to try new things</i>	22	91.7%	12	50.0%	15	65.2%	10	43.5%
<b>Average</b>	22	90.7%	14.9	62.0%	10.8	46.9%	8.2	35.7%

PRIVATE TRIAL SCHOOLS IN MEXICO CITY - POST-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	9	90.0%	5	50.0%	10	100.0%	6	75.0%
<i>Respects different points of view</i>	10	100.0%	9	90.0%	7	70.0%	4	50.0%
<i>Recognizes himself/herself as a valuable person</i>	10	100.0%	6	60.0%	9	90.0%	4	50.0%
<i>Accepts changes</i>	10	100.0%	6	60.0%	7	70.0%	4	50.0%
<i>Respects agreements</i>	10	100.0%	8	80.0%	5	50.0%	4	50.0%
<i>Is kind to people, even if they are different from him/her</i>	10	100.0%	7	70.0%	7	70.0%	5	62.5%
<i>Follows instructions</i>	10	100.0%	8	80.0%	8	80.0%	2	25.0%
<i>Recognizes and respects individual differences</i>	10	100.0%	7	70.0%	6	60.0%	4	50.0%
<i>Is willing to try new things</i>	10	100.0%	8	80.0%	8	80.0%	4	50.0%
<b>Average</b>	10	98.9%	7.1	71.1%	7.4	74.4%	4.1	51.4%



PRIVATE CONTROL SCHOOLS IN MEXICO CITY - PRE-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	5	100.0%	4	100.0%	2	50.0%	3	75.0%
<i>Respects different points of view</i>	5	100.0%	4	100.0%	0	0.0%	2	50.0%
<i>Recognizes himself/herself as a valuable person</i>	5	100.0%	3	75.0%	4	100.0%	2	50.0%
<i>Accepts changes</i>	5	100.0%	4	100.0%	1	25.0%	3	75.0%
<i>Respects agreements</i>	5	100.0%	4	100.0%	1	25.0%	3	75.0%
<i>Is kind to people, even if they are different from him/her</i>	5	100.0%	4	100.0%	2	50.0%	3	75.0%
<i>Follows instructions</i>	5	100.0%	3	75.0%	2	50.0%	3	75.0%
<i>Recognizes and respects individual differences</i>	5	100.0%	3	75.0%	1	25.0%	3	75.0%
<i>Is willing to try new things</i>	5	100.0%	3	75.0%	3	75.0%	4	100.0%
<b>Average</b>	5	100.0%	3.6	88.9%	1.8	44.4%	2.9	72.2%

PRIVATE CONTROL SCHOOLS IN MEXICO CITY - POST-TEST								
Acceptance <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Identifies and expresses his/her feelings</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Respects different points of view</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Recognizes himself/herself as a valuable person</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Accepts changes</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Respects agreements</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Is kind to people, even if they are different from him/her</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Follows instructions</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Recognizes and respects individual differences</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Is willing to try new things</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Average</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%

PUBLIC TRIAL SCHOOLS IN ECATEPEC - PRE-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	90	98.9%	42	46.2%	61	75.3%	11	12.6%
<i>Remains interested in a task, even if it is difficult</i>	91	100.0%	47	51.6%	56	69.1%	7	8.0%
<i>Completes the tasks assigned to him or her</i>	91	100.0%	42	46.2%	58	71.6%	10	11.5%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	88	96.7%	70	76.9%	37	45.7%	21	24.1%
<i>Performs tasks or work without postponing it</i>	89	97.8%	41	45.1%	53	65.4%	8	9.2%
<i>Knows how and when to ask for help</i>	89	97.8%	38	41.8%	51	63.0%	22	25.3%
<i>Assumes responsibility for his/her actions</i>	91	100.0%	66	72.5%	36	44.4%	13	14.9%
<i>Recognizes that everyone has rights and responsibilities</i>	91	100.0%	70	76.9%	54	66.7%	25	28.7%
<i>Keeps his/her promises</i>	90	98.9%	48	52.7%	43	53.1%	15	17.2%
<b>Average</b>	90	98.9%	51.6	56.7%	49.9	61.6%	14.7	16.9%

PUBLIC TRIAL SCHOOLS IN ECATEPEC - POST-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	86	96.6%	59	67.0%	67	77.9%	20	24.1%
<i>Remains interested in a task, even if it is difficult</i>	88	98.9%	53	60.2%	63	73.3%	17	20.5%
<i>Completes the tasks assigned to him or her</i>	86	96.6%	49	55.7%	66	76.7%	18	21.7%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	87	97.8%	66	75.0%	44	51.2%	17	20.5%
<i>Performs tasks or work without postponing it</i>	86	96.6%	42	47.7%	61	70.9%	17	20.5%
<i>Knows how and when to ask for help</i>	86	96.6%	54	61.4%	62	72.1%	29	34.9%
<i>Assumes responsibility for his/her actions</i>	87	97.8%	68	77.3%	44	51.2%	24	28.9%
<i>Recognizes that everyone has rights and responsibilities</i>	87	97.8%	73	83.0%	60	69.8%	36	43.4%
<i>Keeps his/her promises</i>	85	95.5%	61	69.3%	47	54.7%	22	26.5%
<b>Average</b>	86	97.1%	58.3	66.3%	57.1	66.4%	22.2	26.8%

PUBLIC CONTROL SCHOOLS IN ECATEPEC - PRE-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	6	100.0%	4	66.7%	4	80.0%	0	0.0%
<i>Remains interested in a task, even if it is difficult</i>	6	100.0%	3	50.0%	3	60.0%	0	0.0%
<i>Completes the tasks assigned to him or her</i>	6	100.0%	2	33.3%	3	60.0%	0	0.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	6	100.0%	4	66.7%	2	40.0%	1	16.7%
<i>Performs tasks or work without postponing it</i>	6	100.0%	5	83.3%	3	60.0%	0	0.0%
<i>Knows how and when to ask for help</i>	6	100.0%	3	50.0%	4	80.0%	1	16.7%
<i>Assumes responsibility for his/her actions</i>	6	100.0%	5	83.3%	3	60.0%	1	16.7%
<i>Recognizes that everyone has rights and responsibilities</i>	6	100.0%	5	83.3%	4	80.0%	3	50.0%
<i>Keeps his/her promises</i>	6	100.0%	4	66.7%	3	60.0%	0	0.0%
<b>Average</b>	6	100.0%	3.9	64.8%	3.2	64.4%	0.7	11.1%

PUBLIC CONTROL SCHOOLS IN ECATEPEC - POST-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	5	100.0%	4	80.0%	3	75.0%	2	40.0%
<i>Remains interested in a task, even if it is difficult</i>	5	100.0%	4	80.0%	2	50.0%	1	20.0%
<i>Completes the tasks assigned to him or her</i>	5	100.0%	4	80.0%	3	75.0%	2	40.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	4	80.0%	2	40.0%	3	75.0%	0	0.0%
<i>Performs tasks or work without postponing it</i>	4	80.0%	3	60.0%	2	50.0%	2	40.0%
<i>Knows how and when to ask for help</i>	4	80.0%	4	80.0%	3	75.0%	3	60.0%
<i>Assumes responsibility for his/her actions</i>	5	100.0%	3	60.0%	3	75.0%	2	40.0%
<i>Recognizes that everyone has rights and responsibilities</i>	4	80.0%	4	80.0%	3	75.0%	1	20.0%
<i>Keeps his/her promises</i>	5	100.0%	4	80.0%	2	50.0%	3	60.0%
<b>Average</b>	5	91.1%	3.6	71.1%	2.7	66.7%	1.8	35.6%

PUBLIC TRIAL SCHOOLS IN MEXICO CITY - PRE-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	13	100.0%	8	61.5%	7	63.6%	2	15.4%
<i>Remains interested in a task, even if it is difficult</i>	13	100.0%	6	46.2%	6	54.5%	1	7.7%
<i>Completes the tasks assigned to him or her</i>	13	100.0%	8	61.5%	9	81.8%	1	7.7%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	13	100.0%	9	69.2%	2	18.2%	1	7.7%
<i>Performs tasks or work without postponing it</i>	12	92.3%	6	46.2%	6	54.5%	0	0.0%
<i>Knows how and when to ask for help</i>	12	92.3%	4	30.8%	5	45.5%	2	15.4%
<i>Assumes responsibility for his/her actions</i>	13	100.0%	9	69.2%	5	45.5%	1	7.7%
<i>Recognizes that everyone has rights and responsibilities</i>	13	100.0%	9	69.2%	6	54.5%	3	23.1%
<i>Keeps his/her promises</i>	13	100.0%	9	69.2%	7	63.6%	1	7.7%
<b>Average</b>	13	98.3%	7.6	58.1%	5.9	53.5%	1.3	10.3%

PUBLIC TRIAL SCHOOLS IN MEXICO CITY - POST-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	17	100.0%	14	82.4%	11	64.7%	5	29.4%
<i>Remains interested in a task, even if it is difficult</i>	17	100.0%	10	58.8%	6	35.3%	2	11.8%
<i>Completes the tasks assigned to him or her</i>	17	100.0%	9	52.9%	10	58.8%	5	29.4%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	15	88.2%	11	64.7%	7	41.2%	2	11.8%
<i>Performs tasks or work without postponing it</i>	17	100.0%	8	47.1%	8	47.1%	1	5.9%
<i>Knows how and when to ask for help</i>	16	94.1%	14	82.4%	10	58.8%	4	23.5%
<i>Assumes responsibility for his/her actions</i>	16	94.1%	16	94.1%	9	52.9%	2	11.8%
<i>Recognizes that everyone has rights and responsibilities</i>	16	94.1%	16	94.1%	10	58.8%	5	29.4%
<i>Keeps his/her promises</i>	17	100.0%	15	88.2%	7	41.2%	1	5.9%
<b>Average</b>	16	96.7%	12.6	73.9%	8.7	51.0%	3.0	17.6%



PUBLIC CONTROL SCHOOLS IN MEXICO CITY - PRE-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Remains interested in a task, even if it is difficult</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Completes the tasks assigned to him or her</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Performs tasks or work without postponing it</i>	2	100.0%	2	100.0%	0	0.0%	0	0.0%
<i>Knows how and when to ask for help</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Assumes responsibility for his/her actions</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Recognizes that everyone has rights and responsibilities</i>	2	100.0%	2	100.0%	2	100.0%	0	0.0%
<i>Keeps his/her promises</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<b>Average</b>	2	100.0%	2.0	100.0%	1.0	50.0%	0.0	0.0%

PUBLIC CONTROL SCHOOLS IN MEXICO CITY - POST-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	5	100.0%	4	80.0%	3	60.0%	1	20.0%
<i>Remains interested in a task, even if it is difficult</i>	5	100.0%	3	60.0%	3	60.0%	1	20.0%
<i>Completes the tasks assigned to him or her</i>	5	100.0%	3	60.0%	3	60.0%	2	40.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	5	100.0%	1	20.0%	2	40.0%	2	40.0%
<i>Performs tasks or work without postponing it</i>	5	100.0%	3	60.0%	3	60.0%	2	40.0%
<i>Knows how and when to ask for help</i>	5	100.0%	2	40.0%	3	60.0%	2	40.0%
<i>Assumes responsibility for his/her actions</i>	5	100.0%	3	60.0%	1	20.0%	1	20.0%
<i>Recognizes that everyone has rights and responsibilities</i>	5	100.0%	2	40.0%	2	40.0%	1	20.0%
<i>Keeps his/her promises</i>	5	100.0%	2	40.0%	2	40.0%	1	20.0%
<b>Average</b>	5	100.0%	2.6	51.1%	2.4	48.9%	1.4	28.9%

PPRIVATE Trial schools PRIVADAS Mexico City PRE-TEST								
Commitment	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	23	95.8%	13	54.2%	21	91.3%	9	39.1%
<i>Remains interested in a task, even if it is difficult</i>	23	95.8%	7	29.2%	20	87.0%	5	21.7%
<i>Completes the tasks assigned to him or her</i>	22	91.7%	12	50.0%	17	73.9%	7	30.4%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	23	95.8%	17	70.8%	6	26.1%	3	13.0%
<i>Performs tasks or work without postponing it</i>	23	95.8%	8	33.3%	15	65.2%	4	17.4%
<i>Knows how and when to ask for help</i>	22	91.7%	9	37.5%	18	78.3%	9	39.1%
<i>Assumes responsibility for his/her actions</i>	23	95.8%	18	75.0%	7	30.4%	5	21.7%
<i>Recognizes that everyone has rights and responsibilities</i>	23	95.8%	20	83.3%	16	69.6%	11	47.8%
<i>Keeps his/her promises</i>	23	95.8%	13	54.2%	4	17.4%	5	21.7%
Average	23	94.9%	13.0	54.2%	13.8	59.9%	6.4	28.0%

PRIVATE TRIAL SCHOOLS IN MEXICO CITY - POST-TEST								
Commitment <i>The student....</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	10	100.0%	6	60.0%	9	90.0%	5	62.5%
<i>Remains interested in a task, even if it is difficult</i>	10	100.0%	6	60.0%	7	70.0%	3	37.5%
<i>Completes the tasks assigned to him or her</i>	10	100.0%	6	60.0%	9	90.0%	4	50.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	10	100.0%	6	60.0%	6	60.0%	4	50.0%
<i>Performs tasks or work without postponing it</i>	10	100.0%	5	50.0%	5	50.0%	3	37.5%
<i>Knows how and when to ask for help</i>	10	100.0%	7	70.0%	8	80.0%	5	62.5%
<i>Assumes responsibility for his/her actions</i>	10	100.0%	6	60.0%	6	60.0%	3	37.5%
<i>Recognizes that everyone has rights and responsibilities</i>	10	100.0%	8	80.0%	8	80.0%	4	50.0%
<i>Keeps his/her promises</i>	10	100.0%	6	60.0%	6	60.0%	3	37.5%
<b>Average</b>	10	100.0%	6.2	62.2%	7.1	71.1%	3.8	47.2%

PRIVATE CONTROL SCHOOLS IN MEXICO CITY - PRE-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	5	100.0%	2	50.0%	4	100.0%	2	50.0%
<i>Remains interested in a task, even if it is difficult</i>	4	80.0%	2	50.0%	2	50.0%	1	25.0%
<i>Completes the tasks assigned to him or her</i>	5	100.0%	4	100.0%	4	100.0%	2	50.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	5	100.0%	4	100.0%	1	25.0%	2	50.0%
<i>Performs tasks or work without postponing it</i>	5	100.0%	3	75.0%	4	100.0%	2	50.0%
<i>Knows how and when to ask for help</i>	5	100.0%	3	75.0%	2	50.0%	1	25.0%
<i>Assumes responsibility for his/her actions</i>	5	100.0%	4	100.0%	0	0.0%	2	50.0%
<i>Recognizes that everyone has rights and responsibilities</i>	5	100.0%	4	100.0%	1	25.0%	1	25.0%
<i>Keeps his/her promises</i>	5	100.0%	4	100.0%	0	0.0%	1	25.0%
<b>Average</b>	5	97.8%	3.3	83.3%	2.0	50.0%	1.6	38.9%

PRIVATE CONTROL SCHOOLS IN MEXICO CITY - POST-TEST								
Commitment <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Carries out the tasks assigned.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Remains interested in a task, even if it is difficult</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Completes the tasks assigned to him or her</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Contributes to a more pleasant atmosphere in the classroom</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Performs tasks or work without postponing it</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Knows how and when to ask for help</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Assumes responsibility for his/her actions</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Recognizes that everyone has rights and responsibilities</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Keeps his/her promises</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Average</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%

PUBLIC TRIAL SCHOOLS IN ECATEPEC - PRE-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	90	98.9%	51	56.0%	51	63.0%	21	24.1%
<i>Helps others when they need it</i>	87	95.6%	44	48.4%	40	49.4%	14	16.1%
<i>Cooperates with others so that the activities or tasks go well</i>	88	96.7%	54	59.3%	43	53.1%	20	23.0%
<i>Plays collaboratively, so everyone has a good time</i>	85	93.4%	66	72.5%	48	59.3%	28	32.2%
<i>Cooperates with school administrators and teachers by following school rules</i>	88	96.7%	68	74.7%	43	53.1%	17	19.5%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	87	95.6%	66	72.5%	43	53.1%	26	29.9%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	89	97.8%	65	71.4%	44	54.3%	26	29.9%
<i>Works collaboratively with others as a member of the team</i>	90	98.9%	60	65.9%	49	60.5%	19	21.8%
<b>Average</b>	88	96.7%	59.3	65.1%	45.1	55.7%	21.4	24.6%

PUBLIC TRIAL SCHOOLS IN ECATEPEC - POST-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	88	98.9%	61	69.3%	61	70.9%	36	43.4%
<i>Helps others when they need it</i>	83	93.3%	54	61.4%	45	52.3%	29	34.9%
<i>Cooperates with others so that the activities or tasks go well</i>	85	95.5%	54	61.4%	57	66.3%	28	33.7%
<i>Plays collaboratively, so everyone has a good time</i>	85	95.5%	71	80.7%	48	55.8%	35	42.2%
<i>Cooperates with school administrators and teachers by following school rules</i>	84	94.4%	62	70.5%	49	57.0%	30	36.1%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	84	94.4%	64	72.7%	50	58.1%	33	39.8%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	85	95.5%	71	80.7%	53	61.6%	34	41.0%
<i>Works collaboratively with others as a member of the team</i>	85	95.5%	61	69.3%	49	57.0%	33	39.8%
<b>Average</b>	85	95.4%	62.3	70.7%	51.5	59.9%	32.3	38.9%



PUBLIC CONTROL SCHOOLS IN ECATEPEC - PRE-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	6	100.0%	4	66.7%	2	40.0%	2	33.3%
<i>Helps others when they need it</i>	6	100.0%	3	50.0%	2	40.0%	2	33.3%
<i>Cooperates with others so that the activities or tasks go well</i>	6	100.0%	4	66.7%	2	40.0%	3	50.0%
<i>Plays collaboratively, so everyone has a good time</i>	5	83.3%	5	83.3%	2	40.0%	2	33.3%
<i>Cooperates with school administrators and teachers by following school rules</i>	6	100.0%	5	83.3%	3	60.0%	2	33.3%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	6	100.0%	5	83.3%	4	80.0%	1	16.7%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	6	100.0%	5	83.3%	3	60.0%	1	16.7%
<i>Works collaboratively with others as a member of the team</i>	6	100.0%	4	66.7%	4	80.0%	2	33.3%
<b>Average</b>	6	97.9%	4.4	72.9%	2.8	55.0%	1.9	31.3%

PUBLIC CONTROL SCHOOLS IN ECATEPEC - POST-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	5	100.0%	3	60.0%	4	100.0%	1	20.0%
<i>Helps others when they need it</i>	5	100.0%	3	60.0%	3	75.0%	3	60.0%
<i>Cooperates with others so that the activities or tasks go well</i>	4	80.0%	2	40.0%	3	75.0%	0	0.0%
<i>Plays collaboratively, so everyone has a good time</i>	5	100.0%	4	80.0%	2	50.0%	4	80.0%
<i>Cooperates with school administrators and teachers by following school rules</i>	5	100.0%	5	100.0%	3	75.0%	1	20.0%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	5	100.0%	5	100.0%	2	50.0%	4	80.0%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	5	100.0%	4	80.0%	4	100.0%	1	20.0%
<i>Works collaboratively with others as a member of the team</i>	5	100.0%	5	100.0%	3	75.0%	1	20.0%
Average	5	97.5%	3.9	77.5%	3.0	75.0%	1.9	37.5%

PUBLIC TRIAL SCHOOLS IN MEXICO CITY - PRE-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	13	100.0%	6	46.2%	4	36.4%	2	15.4%
<i>Helps others when they need it</i>	12	92.3%	8	61.5%	3	27.3%	2	15.4%
<i>Cooperates with others so that the activities or tasks go well</i>	13	100.0%	6	46.2%	5	45.5%	0	0.0%
<i>Plays collaboratively, so everyone has a good time</i>	12	92.3%	8	61.5%	5	45.5%	2	15.4%
<i>Cooperates with school administrators and teachers by following school rules</i>	13	100.0%	6	46.2%	4	36.4%	1	7.7%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	12	92.3%	9	69.2%	3	27.3%	3	23.1%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	13	100.0%	9	69.2%	4	36.4%	3	23.1%
<i>Works collaboratively with others as a member of the team</i>	13	100.0%	6	46.2%	5	45.5%	0	0.0%
<b>Average</b>	13	97.1%	7.3	55.8%	4.1	37.5%	1.6	12.5%

PUBLIC TRIAL SCHOOLS IN MEXICO CITY - POST-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	17	100.0%	15	88.2%	11	64.7%	7	41.2%
<i>Helps others when they need it</i>	17	100.0%	13	76.5%	10	58.8%	6	35.3%
<i>Cooperates with others so that the activities or tasks go well</i>	17	100.0%	12	70.6%	6	35.3%	4	23.5%
<i>Plays collaboratively, so everyone has a good time</i>	15	88.2%	13	76.5%	10	58.8%	7	41.2%
<i>Cooperates with school administrators and teachers by following school rules</i>	16	94.1%	12	70.6%	7	41.2%	6	35.3%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	16	94.1%	14	82.4%	12	70.6%	7	41.2%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	17	100.0%	14	82.4%	10	58.8%	5	29.4%
<i>Works collaboratively with others as a member of the team</i>	17	100.0%	12	70.6%	9	52.9%	6	35.3%
<b>Average</b>	17	97.1%	13.1	77.2%	9.4	55.1%	6.0	35.3%

PUBLIC CONTROL SCHOOLS IN MEXICO CITY - PRE-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Helps others when they need it</i>	2	100.0%	1	50.0%	1	50.0%	0	0.0%
<i>Cooperates with others so that the activities or tasks go well</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Plays collaboratively, so everyone has a good time</i>	2	100.0%	1	50.0%	2	100.0%	0	0.0%
<i>Cooperates with school administrators and teachers by following school rules</i>	2	100.0%	2	100.0%	0	0.0%	0	0.0%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<i>Works collaboratively with others as a member of the team</i>	2	100.0%	2	100.0%	1	50.0%	0	0.0%
<b>Average</b>	2	100.0%	1.8	87.5%	1.0	50.0%	0.0	0.0%

PUBLIC CONTROL SCHOOLS IN MEXICO CITY - POST-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	5	100.0%	2	40.0%	3	60.0%	2	40.0%
<i>Helps others when they need it</i>	5	100.0%	2	40.0%	2	40.0%	1	20.0%
<i>Cooperates with others so that the activities or tasks go well</i>	5	100.0%	4	80.0%	2	40.0%	1	20.0%
<i>Plays collaboratively, so everyone has a good time</i>	5	100.0%	2	40.0%	2	40.0%	0	0.0%
<i>Cooperates with school administrators and teachers by following school rules</i>	5	100.0%	3	60.0%	3	60.0%	1	20.0%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	4	80.0%	4	80.0%	3	60.0%	1	20.0%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	5	100.0%	3	60.0%	2	40.0%	2	40.0%
<i>Works collaboratively with others as a member of the team</i>	5	100.0%	3	60.0%	2	40.0%	2	40.0%
<b>Average</b>	5	97.5%	2.9	57.5%	2.4	47.5%	1.3	25.0%

PRIVATE TRIAL SCHOOLS IN MEXICO CITY - PRE-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	23	95.8%	15	62.5%	15	65.2%	8	34.8%
<i>Helps others when they need it</i>	24	100.0%	13	54.2%	10	43.5%	8	34.8%
<i>Cooperates with others so that the activities or tasks go well</i>	21	87.5%	10	41.7%	12	52.2%	8	34.8%
<i>Plays collaboratively, so everyone has a good time</i>	20	83.3%	11	45.8%	10	43.5%	8	34.8%
<i>Cooperates with school administrators and teachers by following school rules</i>	23	95.8%	20	83.3%	6	26.1%	5	21.7%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	22	91.7%	16	66.7%	13	56.5%	11	47.8%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	22	91.7%	15	62.5%	9	39.1%	7	30.4%
<i>Works collaboratively with others as a member of the team</i>	23	95.8%	12	50.0%	11	47.8%	8	34.8%
<b>Average</b>	22	92.7%	14.0	58.3%	10.8	46.7%	7.9	34.2%

PRIVATE TRIAL SCHOOLS IN MEXICO CITY - POST-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	10	100.0%	6	60.0%	9	90.0%	3	37.5%
<i>Helps others when they need it</i>	10	100.0%	6	60.0%	6	60.0%	2	25.0%
<i>Cooperates with others so that the activities or tasks go well</i>	10	100.0%	4	40.0%	6	60.0%	3	37.5%
<i>Plays collaboratively, so everyone has a good time</i>	10	100.0%	8	80.0%	8	80.0%	4	50.0%
<i>Cooperates with school administrators and teachers by following school rules</i>	10	100.0%	8	80.0%	6	60.0%	3	37.5%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	10	100.0%	8	80.0%	9	90.0%	4	50.0%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	10	100.0%	6	60.0%	7	70.0%	3	37.5%
<i>Works collaboratively with others as a member of the team</i>	9	90.0%	5	50.0%	7	70.0%	3	37.5%
<b>Average</b>	10	98.8%	6.4	63.8%	7.3	72.5%	3.1	39.1%



PRIVATE CONTROL SCHOOLS IN MEXICO CITY - PRE-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	5	100.0%	3	75.0%	1	25.0%	0	0.0%
<i>Helps others when they need it</i>	5	100.0%	2	50.0%	2	50.0%	1	25.0%
<i>Cooperates with others so that the activities or tasks go well</i>	5	100.0%	2	50.0%	2	50.0%	0	0.0%
<i>Plays collaboratively, so everyone has a good time</i>	5	100.0%	4	100.0%	2	50.0%	3	75.0%
<i>Cooperates with school administrators and teachers by following school rules</i>	5	100.0%	4	100.0%	1	25.0%	3	75.0%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	5	100.0%	4	100.0%	2	50.0%	3	75.0%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	5	100.0%	4	100.0%	2	50.0%	2	50.0%
<i>Works collaboratively with others as a member of the team</i>	5	100.0%	2	50.0%	2	50.0%	2	50.0%
<b>Average</b>	5	100.0%	3.1	78.1%	1.8	43.8%	1.8	43.8%

PRIVATE CONTROL SCHOOLS IN MEXICO CITY - POST-TEST								
Cooperation <i>The student...</i>	Regularly + Always							
	Profile 1		Profile 2		Profile 3		Profile 4	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
<i>Helps in activities or group work</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Helps others when they need it</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Cooperates with others so that the activities or tasks go well</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Plays collaboratively, so everyone has a good time</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Cooperates with school administrators and teachers by following school rules</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Shares his/her things with other children (materials, toys, etc.)</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Cooperates in the classroom by collecting materials and cleaning up the areas where he/she worked</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Works collaboratively with others as a member of the team</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Average</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%

## ANNEX 6: PROGRAM EVALUATION QUESTIONNAIRES

### Cloud9World Mexico Survey to Students

Your opinion about C9W is very important to us and contributes to the continuous improvement of our program. We appreciate your answers.

By voluntarily completing this form you enable us to use the data collected for research and publicizing purposes. We ensure absolute anonymity.

**School Name:** \_\_\_\_\_ **Session:** \_\_\_\_\_

**Municipality:** \_\_\_\_\_

**School: Public**  **Private**

**School Grade:** \_\_\_\_\_

**Gender: Male**  **Female**

**1. My group and I participated in the Cloud9World Program for this school year:**

Every week  Once a month  Several times a year  Never

**2. I participated in the Cloud9World Program as follows:**

- Wearing a sticker with the name of the value
- Listening and learning about values and actions to carry out in my school
- Reading and listening to the reading of the book about values in my school
- Learning more about each value through daily activities
- Participating in assemblies and discussions at school
- Doing activities related to the values at home
- Discussing and implementing learned values at home with the family
- Discussing and implementing the values worked on at school with my schoolmates and teachers

**3. This year I learned more about the value(s) of:**

Acceptance  Cooperation  Commitment

4. Mark an X on the column that reflects your answer for each sentence:

Statements	A little	Some	A lot
I liked to work with Cloud9World			
I think Cloud9World helped me to learn about values			
I think Cloud9World helped me to demonstrate values in <u>my family</u>			
I think Cloud9World helped me to demonstrate values in my group			
I think Cloud9World helped me to improve relationships and coexistence at school			

5. In your opinion, which ones are the 8 most important values?

- |  |                                     |  |                                      |
|--|-------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Responsibility    | <input type="checkbox"/> Respect    | <input type="checkbox"/> Acceptance    | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Determination     | <input type="checkbox"/> Compassion | <input type="checkbox"/> Individuality | <input type="checkbox"/> Union       |
| <input type="checkbox"/> Integrity/Honesty | <input type="checkbox"/> Humor      | <input type="checkbox"/> Gratefulness  | <input type="checkbox"/> Forgiveness |
| <input type="checkbox"/> Happiness         | <input type="checkbox"/> Loyalty    | <input type="checkbox"/> Generosity    | <input type="checkbox"/> Humility    |
| <input type="checkbox"/> Creativity        | <input type="checkbox"/> Wisdom     | <input type="checkbox"/> Patience      | <input type="checkbox"/> Courage     |
| <input type="checkbox"/> Confidence        | <input type="checkbox"/> Goodness   | <input type="checkbox"/> Cooperation   | <input type="checkbox"/> Love        |

6. What part of the Cloud9World Program did you like the most?

- Reading the books
- Classroom activities
- The activities carried out at home
- School assemblies to discuss about values
- The stickers
- Learning about animals through the books

7. Do you think that the Cloud9World Program is important for the school?

- Yes       No
- Why?

## Cloud9World Mexico Teachers

Your opinion about C9W is very important to us and contributes to the continuous improvement of our program. We appreciate your feedback.

By voluntarily completing this form you enable us to use the data collected for research and publicizing purposes. We ensure absolute anonymity.

**School Name:** \_\_\_\_\_ **Session:** \_\_\_\_\_

**Municipality:** \_\_\_\_\_

**School:**    **Public**                       **Private**

**Grade (or workshop) you teach:** \_\_\_\_\_

**Gender:**    **Male**       **Female**

**1. My group and I participated in the Cloud9World Program this school year:**

Every week       Once a month       Several times a year       Never

**2. I participated in the Cloud9World Program as follows:**

- Wearing the value-of-the-month button
- Encouraging students to demonstrate, at home and in school, behaviors similar to those presented in the Cloud9World books.
- Using the same evaluation elements to know the extent to which my students understood the values
- Doing the reading of tales, promoting the discussion on the values from the books in the classroom
- Promoting the importance of performing the Home Connection activities at home
- Using the methodological guidelines and implementing value learning activities in the group and/or school
- Using the banner to highlight the manifestation of children positive behaviors
- Using the behavior rubrics to monitor the progress on the way students apply values in the classroom

**3. This year I prompted and worked with my students on the following values:**

- Acceptance
- Cooperation
- Commitment

**4. The 8 values that I think are the ones that contribute most to having a happier and more successful life are:**

- |  |                                     |  |                                      |
|--|-------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Responsibility    | <input type="checkbox"/> Respect    | <input type="checkbox"/> Acceptance    | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Determination     | <input type="checkbox"/> Compassion | <input type="checkbox"/> Individuality | <input type="checkbox"/> Union       |
| <input type="checkbox"/> Integrity/Honesty | <input type="checkbox"/> Humor      | <input type="checkbox"/> Gratefullness | <input type="checkbox"/> Forgiveness |
| <input type="checkbox"/> Hapiness          | <input type="checkbox"/> Loyalty    | <input type="checkbox"/> Generosity    | <input type="checkbox"/> Humility    |
| <input type="checkbox"/> Creativity        | <input type="checkbox"/> Wisdom     | <input type="checkbox"/> Patience      | <input type="checkbox"/> Courage     |
| <input type="checkbox"/> Confidence        | <input type="checkbox"/> Goodness   | <input type="checkbox"/> Cooperation   | <input type="checkbox"/> Love        |

**5. Mark an X on the column that reflects your answer for each of the following statements:**

Statements	Not at all	A little	Some	A lot	Absolutely
I enjoyed working with Cloud9World with my students					
I think Cloud9World is useful for my teaching work					
I think Cloud9World strengthens values in students					
I think Cloud9World strengthens values in <u>the families</u> of students					
I think Cloud9World helps to improve the school climate in the classroom					
I think Cloud9World helps to improve relationships and coexistence among school students					

**6. How do you value the following aspects of Cloud9World methodology?**

Aspect to value:	Very poor	Poor	Fair	Good	Very Good
Training					
Training and support to teachers					
Printed materials					
Online resources					
Program evaluation					

**7. What parts of the Program are the ones that help students to have positive behaviors?**

- The books
- The methodological guidelines and their activities
- Home connection activities
- The banner, stickers or other visual elements of the Program
- Evaluations
- Other

**8. Do you consider the Cloud9World Program is important for your school?**

Yes       No

**Why?**

**9. If you have any recommendations for Cloud9World, please include them here.**

**10. Provide details on any positive effect that you had observed among the students, their families or teachers resulting from the Cloud9World Program.**

**Cloud9World Mexico**  
**SCHOOL ADMINISTRATORS**

Your opinion about C9W is very important to us and contributes to the continuous improvement of our program. We appreciate your feedback.

By voluntarily completing this form you enable us to use the data collected for research and publicizing purposes. We ensure absolute anonymity.

**School Name:** \_\_\_\_\_ **Session:** \_\_\_\_\_

**Municipality:** \_\_\_\_\_

**School:**    **Public**                       **Private**

**Gender:**    **Male**                       **Female**

**1. This school participated in the Cloud9World Program this school year:**

Every week       Once a month       Several times a year       Never

**2. I participated in the Cloud9World Program as follows:**

- Wearing the value-of-the-month button
- Monitoring teachers' work in connection with C9W
- Encouraging students and teachers to demonstrate the values worked on by Cloud9world
- Promoting Home Connection activities
- Supporting teachers to perform school activities linked to the values worked on by Cloud9World.

**3. The following values were worked on this year:**

- Acceptance
- Cooperation
- Commitment



**4. The 8 values that I think are the ones that contribute most to having a happier and more successful life are:**

- |  |                                     |  |                                       |
|--|-------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Responsibility    | <input type="checkbox"/> Respect    | <input type="checkbox"/> Acceptance    | <input type="checkbox"/> Persistence  |
| <input type="checkbox"/> Determination     | <input type="checkbox"/> Compassion | <input type="checkbox"/> Individuality | <input type="checkbox"/> Union        |
| <input type="checkbox"/> Integrity/Honesty | <input type="checkbox"/> Humor      | <input type="checkbox"/> Forgiveness   | <input type="checkbox"/> Gratefulness |
| <input type="checkbox"/> Happiness         | <input type="checkbox"/> Loyalty    | <input type="checkbox"/> Generosity    | <input type="checkbox"/> Humility     |
| <input type="checkbox"/> Creativity        | <input type="checkbox"/> Wisdom     | <input type="checkbox"/> Patience      | <input type="checkbox"/> Courage      |
| <input type="checkbox"/> Confidence        | <input type="checkbox"/> Goodness   | <input type="checkbox"/> Cooperation   | <input type="checkbox"/> Love         |

**5. Mark an X on the column that reflects your answer for each of the following statements:**

Statements	Not at all	A little	Some	A lot	Absolutely
I liked that this school worked with Cloud9World					
I think that Cloud9World was positive for the school					
I think Cloud9World strengthens values in students					
I think Cloud9World strengthens values in <u>the families</u> of students					
I think Cloud9World helps teachers to improve the climate in the classroom					
I think Cloud9World helps to improve relationships and coexistence among school members					

**6. How do you value the following aspects of Cloud9World methodology?**

Aspect to value:	Very poor	Poor	Fair	Good	Very Good
Training					
Training and support to teachers					
Printed materials					
Online resources					
Program evaluation					

**7. Do you consider the Cloud9World Program is important for your school?**

Yes

No

**Why?**

**8. If you have any recommendations for Cloud9World, please include them here.**

**9. Provide details on any positive effect that you had observed among the students, their families or the teachers resulting from the Cloud9World Program.**

## Cloud9World México Parents

Your opinion about C9W is very important to us and contributes to the continuous improvement of our program. We appreciate your feedback.

By voluntarily completing this form you enable us to use the data collected for research and publicizing purposes. We ensure absolute anonymity.

**School Name:** \_\_\_\_\_ **Session:** \_\_\_\_\_

**Municipality:** \_\_\_\_\_

**School:** Public  Private

**Grade in which your child participated in Cloud9World:** \_\_\_\_\_

**Gender:** Male  Female

**1. Did my child participate in the Cloud9World Program on values with animal tails teaching on acceptance, cooperation and commitment?**

Yes  No  I do not know

**2. This year my child learned more about:**

Acceptance  Cooperation  Commitment

**3. My child and I read together a book on values from Cloud9World:**

Every week  Once a month  Several times a year  Never

**4. I encourage my child to participate in the Cloud9World Program:**

- Reading with him/her the Cloud9World books at home
- Encouraging my child to demonstrate these values in the school and at home
- Talking with my child about values and their importance
- Carrying out the activities on values assigned by the school
- Integrating all family members to speak of and practice values
- Participating in value-related activities at school
- Other:

**5. I think that the Cloud9World Program has helped my child to demonstrate values and positive attitudes at school and home.**

Yes, a lot.  Yes, a little.  No  I am not sure.

**6. I think that the Cloud9World Program has helped us to demonstrate values and positive attitudes as a family**

7.  Yes, a lot.       Yes, a little.       No       I am not sure.

8. **In your opinión, what are the 5 values that contribute most to a happier and more successful life?**

- |  |                                     |  |                                      |
|--|-------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Responsibility    | <input type="checkbox"/> Respect    | <input type="checkbox"/> Acceptance    | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Determination     | <input type="checkbox"/> Compassion | <input type="checkbox"/> Individuality | <input type="checkbox"/> Union       |
| <input type="checkbox"/> Integrity/Honesty | <input type="checkbox"/> Humor      | <input type="checkbox"/> Gratefulness  | <input type="checkbox"/> Forgiveness |
| <input type="checkbox"/> Happiness         | <input type="checkbox"/> Loyalty    | <input type="checkbox"/> Generosity    | <input type="checkbox"/> Humility    |
| <input type="checkbox"/> Creativity        | <input type="checkbox"/> Wisdom     | <input type="checkbox"/> Patience      | <input type="checkbox"/> Courage     |
| <input type="checkbox"/> Confidence        | <input type="checkbox"/> Goodness   | <input type="checkbox"/> Cooperation   | <input type="checkbox"/> Love        |

9. **What part of the Program did your child like the most?**

- Books    Classroom activities    Home Connection activities    Meetings

10. **What part of the Program did you like the most?**

- Reading the books  
 My children doing value-related classroom activities  
 The activities for home  
 Materials: stickers, cards, posters  
 Learning about values

11. **Do you think that the Cloud9World Program is important for the school?**

- Yes       No

**Why?**