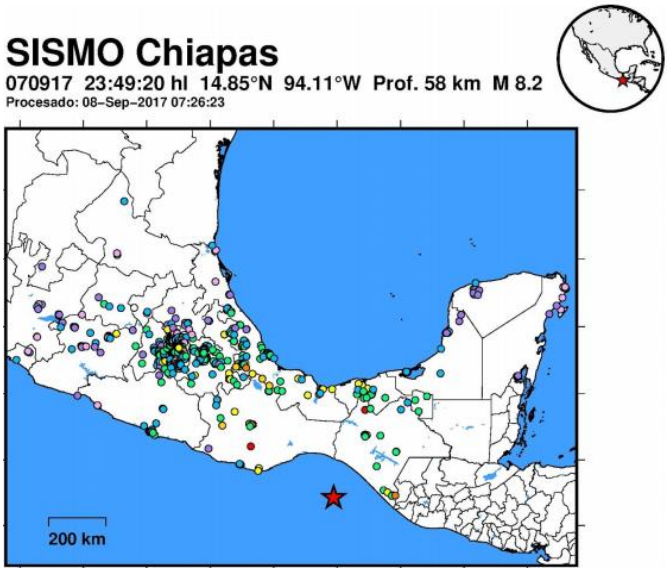
Emergency Fund

PROYECTO CARACOL

Within the Mesoamerican cultures, the Snail is considered a lunar symbol; that is, an animal that goes through various phases and that has been awarded an emblematic meaning because of its resemblance with a spiral which represents continuous transformation and constant evolution.

Background:

On the 7th day of September 2017 the National Seismological Service (SSN, in Spanish) reported[1] an 8.2 magnitude earthquake located near Pijijiapan, Chiapas, in the borderline of the Tehuantepec Isthmus in Oaxaca. The earthquake, occurring at 23:49:18, was felt in the southern and central parts of the country and, according to the SSN, this earthquake has been the earthquake with the greatest magnitude registered in Mexico since 1932.



Macro seismic intensity map from the internet community. Autonomous Nuevo Leon University, Faculty of Earth Science. Displayed in the seismic report. [2]

[1] Work Group of the National Seismological Service http://www.ssn.unam.mx/sismicidad/reportesespeciales/2017/SSNMX_rep_esp_20170907_Chiapas_M84.pdf "Report Regarding the Earthquake Occurred on the 7th day of September 2017, in Chiapas (8.2 M)", UNAM. Consulted September 23, 2017.

[2] << This Report has been generated by the National Seismological Service on September 8, 2017. It shall not be considered as definitive. The National Seismological Service continues receiving new seismic data y, according to such data, continues to adjust, renovate, and improve the precision of the parameters regarding the seismic events; parameters such as, magnitude, epicenter, and Depth. >>. (SSN: Earthquake Report, September 7, 2017)

Due to the earthquake occurred in Chiapas and derived from its proximity with the Tehuantepec Isthmus in Oaxaca, more than 100 communities in 41 municipalities where damaged. Deriving from such situation, the Declaratory of Emergency was issued in such state. The most affected municipality was Juchitlán which is currently facing a critical situation; fortunately, humanitarian aid has reached the place. However, the most remote communities and the communities to which access is very difficult still are in need of support.

Second earthquake:

On the 19th day of September 2017, the National Seismological Service (SSN) reported a 7.1 magnitude earthquake located on the state limit between the states of Puebla and Morelos, 12 kilometers southeast of Axochiapan, Morelos and 120 kilometers away from Mexico City.[3.]

The fact that a previous earthquake had occurred, generated greater material damages in the previously affected states. The earthquake occasioned serious damages in CDMX and in the states of Mexico, Puebla, Morelos, Oaxaca, and Guerrero. This situation left a total of 307 deaths, most of them occurring in Mexico City. The number of deaths in the national capital is 169; the number of deaths in Morelos is 73; the number of deaths in Puebla is 45; the number of deaths in the State of Mexico is 13; the number of deaths in Guerrero is 6 and the number of deaths in Oaxaca is 1; the aforementioned information was reported by the Ministry of the Interior. [4]

The states affected by the earthquake in Mexico are the following: Hidalgo, CDMX, State of Mexico, Guerrero, Morelos, Tlaxcala, Puebla, Veracruz, Tabasco, Oaxaca, and Chiapas. This last earthquake, reportedly, caused financial losses lower than 1% of the Gross Domestic Product (GDP) and, at least 240 deaths in other states [5].

Map 3. States Affected by the Earthquake. Source, Internet.

[3] Grupo de trabajo del Servicio Sismológico Nacional http://www.ssn.unam.mx/sismicidad/reportesespeciales/2017/SSNMX_rep_esp_20170907_Chiapas_M84.pdf "Sismo del día 19 de Septiembre de 2017, Puebla-Morelos (M 7.1)", UNAM. Consultada el 23 de septiembre del 2017.

[4] Cruz, Alejandro, Fabiola Martínezhttps://www.lajornadamaya.mx/2017-09-23/Suman-307-muertos-por-sismo-del-martes "Suman 307 muertos por sismo del martes" La Jornada UNAM. Sábado 23 de septiembre, 2017. Consultada el 24 de septiembre del 2017.

5 Science for a changing world USGS. *Earthquake Hazards Program. M 7.1 - 1km ESE of Ayutla, Mexico*. Consultado de: https://earthquake.usgs.gov/earthquakes/eventpage/us2000ar20#impact

Problem area

The school communities, affected by the earthquakes occurred in CDMX, Puebla, Morelos, Oaxaca, and Chiapas, located in vulnerable zones have less possibilities to gain access to healthy environments.

Implications

1. The affected communities are not involved in the decision-making process after the disaster and this generates a resistance towards external help.
2. The damaged schools do not have the adequate infrastructure to address the educational needs of the population.
3. The actions implemented to support the damaged communities do not contemplate prevention strategies regarding disasters, generating reactive results but not necessarily permanent results.

Objectives

1. Promoting a participative diagnostic after the disaster in the affected school communities.
2. Implementing reconstruction actions in the schools located in vulnerable zones within the communities affected by a natural disaster through the program Tools for Knowledge of Fondo Unido Mexico.
3. Presenting actions that promote the participation focused to the prevention and attention of natural disasters in the damaged school communities.

The stages to be implemented for the compliance of this objectives are mentioned bellow:

Stage One

Diagnosis and communal insertion in affected school communities

The United Way Worldwide platform to which Fondo Unido Mexico pertains, has the mission to promote common good through the articulation of different society actors. Thus, Proyecto Caracol contemplates actions aimed towards the promotion of communal participation in favor of the making of consensual decisions.

Consequently, the implementation of a participative diagnosis after the disaster shall be promoted, with the support of a multi-disciplinary team of experts in the school communities affected by the earthquakes that comply with the criteria listed below:

- Being located in a high and very high social vulnerability zone, pursuant to the criteria established by the Assessment of the Social Development Policy National Counsel (CONEVAL, in Spanish).
- Not being contemplated in any similar program involved public or private parties.
- Having a relationship with a non-governmental local organization that has favorably worked with the school community in the past regarding issues such as education, infrastructure, peace culture, or similar issues.
- The authorities regarding the school community and its members agree to a collaborative dynamic and assume commitments regarding the implementation of the agreements and arrangements formally generated because of the project.
- The school community is located within a zone being safe so that the personnel specialized in each stage of Proyecto Caracol may fully fulfill their objectives.

- The zones to be attended possess the conditions necessary for a reconstruction or for the furnishing of the permanent school infrastructure.

The process for the performance of this geographic analysis shall consist in locating spatially the communities affected by the earthquakes occurred in the states and in generating a spatial analysis tool that allows to focalize the attention communities.

The Methodology that shall be implemented in the post-emergency diagnosis is listed below:

- Consulting the vector geographical data reported by the INEGI and by the Ministry of Education (SEP, in Spanish) regarding the existence of the number of schools, the grade, the number of alumni and the location of the schools within each community.
- Knowing a priori the size of the study universe per locality; a meeting shall be called with the local authorities and involved parties to perform a participative diagnosis regarding the schools that need attention.
- Each school shall be assessed jointly with the local parties and based on the quantitative (percentage of damage, results of the damage assessment, number of alumni, number of classrooms, age of the construction, size of the property, etc.) and qualitative (value provided by the community, educational level, type of school and responsible institution, etc.) the level of attention shall be prioritized and subsequently the level of required investment to make functional the educational center (this shall be described later).

This diagnosis shall bestow Proyecto Caracol with the following instruments:

a) Regional map of schools to be attended within each community.
b) Memory of the participative diagnosis.
c) Prioritization matrix regarding the schools and the measured parameters.

This diagnosis shall be implemented at least in 20 scholar communities within the sates of Oaxaca, Chiapas, Morelos, Puebla, and Mexico City.

Stage two:

Attention to emergencies and reconstruction of the damages in affected educational communities

It has been acknowledged historically that catastrophic events originated by nature cause great damages and disorders in in the affected societies, causing financial, social, and cultural sufferings and limiting the access to different resources (UNI. In these situations, the access to education regarding children and young adults may be particularly limited or inexistent thus, presenting the challenge of recovering and reconstructing the permanent formal education.

"During the initial stage regarding a disaster, it is recommended to focus in the re-opening of schools or learning centers and in the recovery of the affected educational infrastructure. This effort must be immediate for the restoration of the life of the infantile and juvenile population and consequently to address their right to education" [6]. Thus, having an effective response aimed towards the re-activation of education in communities affected by a disaster is a priority because it contributes to the construction of the social structure.

[6] Fondo de las Naciones Unidas para la Infancia (UNICEF). *Educación en situaciones de emergencia y desastres: guía de preparativos para el sector educación*. Módulo 2, 2002, Pág. 127

The reconstruction process must be performed in collaboration with the educational communities and in compliance with the corresponding regulations and criteria regarding security and with the purpose of promoting social development. In this sense, the investigator Roger Hart, from the Childhood and Environment Investigation Group, from the PhD in the University of New York, points out that the attention given to a vulnerable population must take in account social aspects as well as environmental and physical aspects, reinforcing the importance of reconstructing the physical educational environment due to the great impact that it haves on the communal development and in the wellbeing of children and young adults.

Proyecto Caracol of Fondo Unido México, proposes to address the challenge of the reconstruction of the school infrastructure from a structural point: infrastructure, furnishing, and maintenance through the program "Tools for Knowledge" (HpC, in Spanish), which shall implement construction, maintenance, or furnishing actions regarding the school infrastructure, or, as the case may be, in communal centers, adequate for each attended community. These actions shall emanate of the participant diagnosis performed after the disaster that shall be performed with the community and shall be reinforced and quantified with a structural damage assessment of the damages caused by the earthquakes or natural disasters.

The structural assessment shall be implemented by experts being coordinated by a Civil Engineer, accompanied by a team of technical experts. These actions are aimed towards determining the structural risk of each school and towards addressing and portraying repair or reconstruction costs in each school.

Stage Three

Prevention.

Most disaster-management projects are limited to empowering the central governments. However, experience has demonstrated that such activity, by itself, proves insufficient to prevent or mitigate negative effects. International trends aim at increasing the capabilities of communities, an effort that has been globally acknowledged as one of the most effective methods to improve this disaster management and the life surrounding the community.

Proyecto Caracol proposes the introduction of prevention-specific efforts, focused on three key players regarded as a major direct or indirect factor in the healthy development of school communities:

- Parents or legal guardians.
- Private sector involved in community development.
- Civil society organizations.

The efforts to involve the aforementioned communities have the purpose of raising awareness on the importance of natural disaster prevention, deriving from the concept of community resilience, as escribed under previous sections.

a) M.A.R.E.S. participatory diagnosis to build a risk map based on participatory diagnosis and prevent and prioritize natural and anthropogenic risks
    - Sources of risk for natural disasters are to be located for each school community served, such as: landslides, floods, susceptibility to hurricanes, etc., as well as anthropogenic risks, such as: potential sources of fire, explosions from gas or fuel stations.

- The detection and location of sources of risk is to be carried out through an assessment using Geographical Information Systems, which will provide an overview of the landscape and surrounding features of schools. Additional to the identification of risks and probability of occurrence, this will allow to trace evacuation routes and locate safe shelters.
- Efforts will be made to identify risks from an involved-player standpoint. However, this is only possible until providing adequate working facilities. This vision is to be reflected with data retrieved from participatory diagnostics involving students, professors, parents, and school authorities.
- The results retrieved from this stage are to be reflected on maps for each school community served, and are to identify sources of risk, safe locations, evacuation routes, monitoring areas, distribution of civil protection signage, location of emergency clinics and hospitals.

b) Volunteering strategy

The creation of an informed and active volunteering is an aspect that should be implemented to provide long-term continuity to the Caracol program, and to establish the bases for transcendence. Thirty-two years ago and derived from the earthquake, the civil society was formally incorporated, which brought about major progress for the country in terms of social responsibility. This new experience, in 2017, was granted Mexico another opportunity for improvement, which is transcending, to the deepest strata of society, the possibility of creating a civil culture of prevention. Laura Ballantyne-Brodie, an Australian disaster-management expert from the Monash University, mentioned that natural disasters are not a "random killer"[7] but a killer that affects the most vulnerable and uninformed groups.

The fact that we are aware that Mexico is a country that is highly vulnerable to earthquakes and natural disasters encourages us to prepare with worldwide experts for disasters.

"We have experience two of the biggest earthquakes in our history as a country. We are all increasingly anxious, and desperate to find out what is going on and to remain informed. We need to be aware that Mexico is a seismic-prone country, and that a major earthquake could occur at any time and disrupt our lives. We must be prepared every day, anywhere we go, to be informed of the safe locations around us. It will take some time for us to regain or peace of mind. However, it is crucial that we remain informed[8]". (Xyoli Pérez Campos, Head of the National Seismologic Service).

First we must gather from specialized literature and perform an international research on the best practices to be implemented in our country, such as from the "United Nations World Conference on Disaster Reduction", held on the Sendai province, during which the Japanese government published its *White Booklet* with the purpose of not only contributing to the proper implementation of disaster

[7]BCN http://www.bcn.cl/observatorio/asiapacifico/noticias/sistema-manejo-desastres-japon-prevencion "Manejo de desastres en Japón: institucionalidad fuerte y cultura cívica" Biblioteca del Congreso Nacional de Chile Consultada el 24/09/2017

[8] Henríquez, Elio http://www.jornada.unam.mx/ultimas/2017/09/23/chiapas-sin-danos-tras-sismo-de-hoy-1986.html "Chiapas, sin daños tras sismo de hoy" La Jornada Sábado 23 de septiembre 2017, Consultada el 24/09/2017

prevention and release policies inside their country, but also to serve as a basis for replication worldwide"[9] .

Training and dissemination of prevention measures is to be mainly provided to the most vulnerable populations, and young people will be the first recipients in terms of training. The purpose of this is that non-profit organizations and educational centers remain competent and are aware of the measures required in the event of an emergency. Attention will be given to college spaces, which are to become the supporting arm, if required, as the most informed, trained, and active volunteers by excellence.

The creation of a civic culture must begin with early education and achieve, on the long term, that new generations are prepared for a positive activation in risky or disaster situations. This is why civil society organizations and schools are to receive training to become resilient communities, which will, in turn, turn them in to a tool to resolve emotional damages suffered after the event. Boys, children, and adolescents, when displaced from their homes and/or schools, could be subject to tremendous distress and anguish, having re-experienced the disaster and, thus, the reconstruction of schools and further involvement in prevention measures brings about an essential possibility for emotional recovery and the re-engagement in a secure and tranquil space. School is a system that protects, cares for, and provides a space for comprehensive learning to prepare them for adult life.

"Communities should participate throughout the assessment, planning, and execution stages of educational programs and the rebuilding of the educational system. Special attention should be given to priority concerns (that is, the mobilization and training of teachers, equipment and basic materials, availability and relevance of lesson plans, opportunities for gaming and recreation, and teaching facilities). [create] community partnerships to help organize efforts that could prove permanent and sustainable within the local scope"[10].

a) Resilient communities:
   - Workshops will be provided for the school community, that provide knowledge in terms of prevention of natural disasters, and that assist in the creation of community brigades for disaster prevention.
   - Involving young individuals in the research for creating a local framework for action among local prevention volunteers.
   - The target public is to be school authorities, teachers, and parents or guardians.

b) Strengthening the school as a community pillar through programs implemented by Fondo Unido Mexico:
   - The Playroom Network program of Fondo Unido Mexico is to be implemented on school communities that adapt to the use of such spaces to promote the right to free play between relatives and acquaintances in the community.
   - Are to be provided according to the needs of each school community, workshops from the Healthy Environments program focused on teachers and parents.
   - Promoting donations in kind to support the development of a disaster-prevention culture through the use of educational strategies.

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[9] Ídem

[10] UNICEF, *Educación en situaciones de emergencia y desastres: Guía de preparativos para el sector educación*. Módulo 2, 2002, Pág. 144

Impact Assessment

The monitoring and measurement of the Proyecto Caracol is essential to review progress on the recovery and reconstruction project for educational spaces impacted by a natural disaster with regards to the results and changes observed on site. This activity strengthens the Proyecto Caracol , providing the ability to become a live project that qualitatively changes and adjusts to the relevant needs through the implementation of intervention processes.

The methodological process is to provide a sub-division of each objective within the three aforementioned stages: principles, criteria, and indicators. Each of them has a specific duty within the scheme, and must jointly achieve the global objective.

- Principles: describe the desired status; and are drafted as a fundamental law or rule for defining the action or rationale. The sum of all principles must fully cover the meaning of the objective of each stage.
- Criteria: represent a means to assess whether a principle has been fulfilled; translates as a direct performance metric.
- Indicators: represent the qualitative or quantitative parameter that describes in a verifiable, objective, and unambiguous manner the actual condition of these criteria.

The implementation protocol establishes the method for application and assessment of the standard: what is measured, how is it measured, as well as methodological information that contributes to the retrieval of necessary information for assessing the standard parameters. Monitoring protocols consist of:

• Verifiers: represent the source of information or the reference value for the indicator, as well as the manner or procedure in which the same is to be assessed on site.

• Standards: refer to the reference values to assess indicators, and are employed as a rule or basis for comparison, with the possibility of being expressed in quantitative or qualitative terms.

Players involved

With the purpose of providing concrete and effective actions for Proyecto Caracol, an interdisciplinary network of experts is to be created. The following is a list and brief description of the actions initially established, encompassing possible changes according to the needs presented, as well as the possibility and feasibility during generation of Agreements.

Inquiry

To broaden the diagnosis arrived at, a proposal is made to review the activities carried out by the following entities, with participation formulated only for reference purposes:

- **National Disaster Prevention Center (CENAPRED)**. Containing a long repertory of knowledge of geological risks, identification of risk areas, computer graphics for prevention and addressing earthquake incidents, courses on seismic safety of construction for managing profiles of structure managers.

- **Natural Disaster Fund (FONDEN).** Maintains a process for the issuance of funds to provide supplies for assisting and helping populations affected by a natural disaster according to the National Declaration of Emergencies or Disasters. The resource administration is made through federal entities or agencies to further support the reconstruction of damages.

- **The National Educational Infrastructure Institute (INIFED)**. Is the entity in charge of construction, maintenance, and reconstruction of properties and facilities for education. The proposal is to review the methodology according to the identification of needs for reconstruction of educational spaces impacted by earthquakes.

Execution

The initial plan is to build a network with local institutions of experts and expert entities, in carious types of disaster response and scholars and researchers focused on project diagnostics and assessment topics. The following is a list of possible allies identified:

- **Centro Nacional de Apoyo para Contingencias Epidemiológicas y Desastres A.C. (CENACED, National Center for Support of Epidemiologic Contingencies and Disasters)** For Proyecto Caracol, CENACED could prove a logistical ally for reception, storage, and distribution of all such materials necessary for the support and reconstruction of educational centers, since it will be necessary to acquire supplies to carry out these efforts and maintain adequate facilities to ensure integrity.

- **M.S. Carlos Alberto Masés García.** Proven professional and personal experience in the improvement of socioeconomic and environmental situations in Mexico. Carlos has carried out professional and volunteering activities in communities on the High Jungle and Mixtecan Region in Oaxaca, Guerrero High Mountain grounds, rural areas in Mexico City, and surrounding communities near the Popocatepetl Volcano in Puebla; among others, where the projects completed modified the life of communities with prevailing projects. Carlos displays broad knowledge in the management of productive projects, ecological agriculture, community diagnostics, diagnostic of natural resources, public social development policies, public environmental policies, environmental monitoring, management and preservation of natural resources, among others.

  Carlos is Agro-Ecology Engineer by the Chapingo Autonomous University in Mexico, with a Master's Degree in Sciences for the Preservation and Use of Natural Resources, honor graduate from the National Polytechnic Institute in Mexico. Additional to his achievements in social impact topics, his efforts have led him to receive various national and international awards that endorse his commitment to the socioeconomic and human development in Mexico.

- **M.S. Samuel Ramírez Arellanes.** Samuel is a civil engineer, with a Master's Degree by the National Polytechnic Institute in Mexico, having served and participated in cement-based material research projects for application in the construction industry since 2008, including the following: a) assembled concrete, pre-manufactured foundation prototype for the construction of conventional housing projects (phase one), b) technological integration for improving speed models, and employment in migration (psdm) for the overview of sub-salt plays in the Gulf of Mexico, c) development of additives, compounds, and sustainable energy for the concrete industry; and d) innovation and development of technologies for pre-manufactured concrete products.

On the other hand, Samuel remains constantly updated through the College of Civil Engineers, and has participated in the training of human resources by giving Civil Engineering classes at the Oaxaca Technological Institute. Samuel has ample experience in the design and assessment of civil works.

Both specialists will grant their professional experience as scientific researchers to contribute to the improvement of Proyecto Caracol.

- **Comité de Ayuda a Desastres y Emergencias Nacionales A.C. (CADENA, Committee for Assistance during National Disasters and Emergencies).** Its institutional mission is to reduce the vulnerability of the population living in constant risk of natural disasters with the purpose of fostering a culture of prevention and inclusion. After identifying the vulnerability of areas identified within the country, the Committee develops projects to promote the prevention or reduction of damages caused by natural disasters, through projects focused on the improvement of prevention and resilience within impacted communities.

  CADENA is to participate in Proyecto Caracol through the Resilient School Community project, which purpose is to promote the social development of a school community for preventing disasters and emergencies, to build community resilience and to strengthen the social tissue of the community by reinforcing and supporting prevention efforts through first-aid training and training on the reduction of risks, as well as resilience for the school community, improving community integration and organization for self-management of their needs.

- **National and international organizations focused on volunteering and risk prevention efforts during natural disasters**. Required as allies are such organizations in Mexico specialized on natural disaster prevention, along with as many international players as possible focused on volunteering efforts and risk prevention topics during natural disasters to achieve the consolidation of a permanent, broadly-disseminated program. We will strive for our main allies to be international entities, such as the embassies in Japan and Chile, international organizations specialized in disaster-prevention efforts, as well as organizations specialized in volunteering work.

  We will seek to approach Japan[11] for training and education of specialists, whether through relevant international organizations or through the Embassy of Japan in Mexico. Another possibility is to reach Chilean private organizations that are also well-prepared in this topic and encourage them to actively participate and promote the Disaster-Prevention Platform created in 2005, or directly through the Embassy of Chile in Mexico.

  Accordingly, Proyecto Caracol is to delimitate the measures to maintain a well-informed and well-organized population, through training and dissemination of information, in the occurrence of events derived from an earthquake or natural disaster. The target population

[11] It is widely known that Japan, being an archipelago, is located on a region that is highly vulnerable to earthquakes and, being the country with the largest number of recorded earthquakes in history, the nation has built a culture of prevention that is deep-rooted from very early ages, which eliminates the risk of major damages in the event of natural disaster. Every citizen, regardless of his/her age, is aware of his position and responsibility in the event of any disaster, and this is why Japanese have worked so hard to raise awareness on their population in terms of prevention since more than thirty years ago (Researcher's note: VAML)

of this branch is to be civil society organizations and volunteer college studies. We will seek training from subject matter experts within an international context.

- **Save the Children.** An institution proposed to join the project with plans for school communities to detect risks and vulnerabilities to build proposals for action, as well as the generation of action plans to regain trust and security of children impacted.

- **World Vision**. To join Proyecto Caracol with its experience in promoting resilience in each community identified and selected, by developing capabilities for impacted children to assertively face the challenges emerged.

- **Yo quiero yo puedo.** Association to join the program with its citizenship programs to contribute by strengthening skills for life within impacted communities, encouraging community empowerment through the reinforcement of community promoters and leaders.

- **Cooperación comunitaria A.C.** Entity with ample working expertise with rural communities in Mexico, which promotes the self-production of housing spaces. For this project, the plan is to add this experience to the development of infrastructures within impacted communities, and the possible involvement of the community in the rehabilitation of school areas.

- **Centros Nacer Aprendiendo.** Educational centers allied with Fondo Unido Mexico, since the same provide early childhood training and care, and that suffered damages during the latest earthquakes: to be addressed for restoring the institution's activities.

Social investment

The social investment scheme enlisted below is parametric. Specific amounts may vary based on needs detected through the results of the abovementioned diagnostics.

*Estimated exchange rate may vary from $1USD- $17.00 MXN

Item	Description	Amount USD*
Post-natural disaster diagnostics	Post-natural disaster diagnostics in at least 20 school communities in 5 states (Mexico City, Oaxaca, Chiapas, Puebla, and Morelos)	$ 100,735.29
Structural assessment in schools or community centers	Structural assessment in buildings of at least 20 school communities in 5 states (Mexico City, Oaxaca, Chiapas, Puebla, and Morelos) is to be carried out based on the CENAPRED requirements. It is not an analysis carried out by a Construction Manager)	$ 100,735.29

Emergency response and Knowledge Tools	Implementation of the construction, remodeling, or equipment needs of at least 20 school communities in 5 states (Mexico City, Oaxaca, Chiapas, Puebla, and Morelos). The specific activities will result in the abovementioned structural assessment.	$ 1,029,211.24
Volunteering strategies and comprehensive Fondo Unido Mexico programs in	Intervention on various levels within impacted communities in the states of Oaxaca, Chiapas, Mexico City, Puebla, Morelos, Baja California, Veracruz, and Estado de Mexico, with community players, parents, and private entities to promote schools in safe territories that display resistance and resilience and are, therefore, capable of preventing disasters or recover from damages caused by disasters.	$ 286,029.41
Assessment process	Proyecto Caracol assessment process in	$ 106,524.06
Video	Video recording of the activities and the introductory event the states of Oaxaca, Chiapas, Mexico City, Puebla and Morelos	$ 53,235.29
Sub total		$ 1,676,470.59
Project Management & Operation		$ 88,235.29
Total social investment		$ 1,764,705.89

Note: The above budget is subject to the final approved investment, which encompasses, if lower than the proposed investment amount, an adjustment to the items allocated by state, prioritizing activities in regions marked as highly-affected and with social vulnerability, as per the standards published by the CONEVAL and the National Seismologic Service.