

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	MEXICO/CID - Isthmus & DR
▪ TC Name:	Support for the extension of the School Day and the decentralized school financing program
▪ TC Number:	ME-T1534
▪ Team Leader/Members:	MICHEL TORINO, BELEN (SCL/EDU) Team Leader; CERON, NELLY (CID/CME); BLASCO, IVANA (SCL/EDU); SANCHEZ ALVAREZ, LOURDES FELICIDAD (VPC/FMP); FORERO PEREZ MARIA ALEJANDRA (SCL/EDU); DE DOBRZYNSKI, ESTEBAN (LEG/SGO)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	07 Mar 2024
▪ Beneficiary:	Mexico
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$162,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CID/CME - Country Office Mexico
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

II. Objective and Justification

- 2.1 The objective of this technical cooperation is to provide knowledge about the challenges, training and monitoring necessary for school resource decentralization programs, such as La Escuela es Nuestra, to achieve the best results for educational communities. In particular, attention will be paid to the challenges faced by the Comité Escolar de Administración Participativa (CEAP) when choosing and sustaining an investment, such as the decision to extend the school day. The development of this TC will contribute to the transparency, quality assurance and sustainability of the program to improve teaching and learning conditions in primary schools in Mexico.
- 2.2 The Mexican educational system has achieved enormous improvements in terms of coverage. Nevertheless, unequal learning and teaching conditions persist. That is why in October of 2019, the Government of Mexico has launched La Escuela es Nuestra (LEEN), an innovative program that aims to improve the teaching and learning conditions of preschool, primary and secondary schools located in highly marginalized and indigenous communities. LEEN resources are distributed through direct subsidies to the School Committee for Participatory Administration (CEAP), a figure made up of members of the school community, created expressly for these purposes.
- 2.3 During its four years of operation, the Program has greatly expanded its annual budget and has undergone modifications in its regulations and prescribes, with greater or lesser detail, each of the steps that must be taken for the LEEN to function properly and its purposes to be achieved. It is precisely with respect to the latter that the most

significant changes have been recorded between the different versions of the operating rules of the program which, in 2023, no longer only covers the procurement of educational materials, minor infrastructure repairs, rehabilitation or construction, and the contracting of technology, energy saving, and connectivity services, but also other components related to school feeding and the extension of school hours.

- 2.4 School financing and the allocation of educational resources through LEEN is organized in a decentralized manner, reaching directly to the CEAPs. This brings benefits related to the closeness and trust placed in the members of the community. The first refers to the fact that it is the school community that best knows the needs of the school and, therefore, can decide appropriately how to spend resources and carry out a community audit of spending. Trust refers to the fact that, since the community is the one who executes the expenditure, not only the transaction costs but also the possible acts of corruption that could occur when the person carrying out the expenditure is a state, municipal or federal entity are avoided. Both assumptions permeate the institutional arrangement of the LEEN summarized in its operating rules. However, some research on decentralized allocation of educational resources suggests that there are some challenges imposed by previously unknown administrative processes, the skills and knowledge available in each community, the lack of economies of scale in purchases and the little predictability about the continuity of resources and committee members. This TC will contribute to this literature by studying this innovative program, identifying its benefits to support the development of similar programs in the region and elaborate recommendations to mitigate its risks and contribute to the achievement of its objectives.

III. Description of Activities and Outputs

- 3.1 **Component I: Support for strengthening the efficiency of school financing** . Support the exploration and strengthening of best practices related to the efficiency of school financing and the allocation of educational resources. This component provides for the development and dissemination of knowledge products on decentralized allocation of educational resources to address school challenges, especially those that are contemplated on the LEEN program.
- 3.2 **Component II: Support for improving equity and inclusion with the range of activities funded by LEEN..** This component provides for consultancies aimed at supporting the efforts to serve students with the greatest educational gap and understand what type of investment can benefit them the most.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Support for strengthening the efficiency of school financing	US\$72,000.00	US\$0.00	US\$72,000.00
Support for improving equity and inclusion with the range of activities funded by LEEN.	US\$90,000.00	US\$0.00	US\$90,000.00
Total	US\$162,000.00	US\$0.00	US\$162,000.00

V. Executing Agency and Execution Structure

- 5.1 The Inter-American Development Bank (IDB) through the Education Division (SCL/EDU) in collaboration with the country office (CID/CME) will execute this TC.

- 5.2 The Education Division of the Bank (SCL/EDU) will be the executing agency. This TC will be executed by the IDB according to TC guidelines (GN-2629-1). All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU. The Bank will contract individual consultants, consulting firms and non-consulting services in accordance with Bank's current procurement policies and procedures (GN-2303-20). Its products will be available to borrowing member countries that are interested in using them.

VI. Project Risks and Issues

- 6.1 No major risks are expected from this project. The Bank, through its Education Division and Social Sector Management, has knowledge and experience in the development of the topics studied. Similar studies and projects have been developed, aspects that, as a whole, facilitate the technical cooperation required. The only risk identified is related to the possibility of accessing the schools to collect the data needed for the research due to the change of administration and therefore the change of authorities in the National Secretary of Public Education. To mitigate this risk, relationships were established with the authorities of the State education secretariats, in States where there will be no change of authorities.

VII. Environmental and Social Aspects

- 7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).