

Technical Cooperation Document

I. Basic Project Data

▪ Country/Region:	MEXICO
▪ TC Name:	Apoyo a la extensión de la Jornada Escolar y al programa de financiamiento escolar descentralizado
▪ TC Number:	ME-T1534
▪ Team Leader/Members:	Michel Torino, Belen (SCL/EDU) Líder del Equipo; Lopez Gelb Loren Viviana (SCL/EDU); Sanchez Alvarez, Lourdes Felicidad (VPC/FMP); Ceron, Nelly (CID/CME); Blasco, Ivana (SCL/EDU); De Dobrzynski, Esteban (LEG/SGO) Líder
▪ Taxonomy:	Investigación y Difusión
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	7 Mar 2024.
▪ Beneficiary:	Secretaria de Educación Pública de México
▪ Executing Agency:	Inter-American Development Bank
▪ Donor providing funding:	OC SDP Ventanilla 2 - Desarrollo Social(W2E)
▪ IDB funding requested:	US\$162,000.00
▪ Local counterpart funding:	US\$0
▪ Disbursement period:	24 months
▪ Starting date:	11/1/2024
▪ Type of consultants:	Firms
▪ Prepared by Unit:	SCL/EDU-Educacion
▪ Unit of Disbursement Responsibility:	CID/CME-Representación MéxicoCountry Office in
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment:	Inclusión social e igualdad; Sostenibilidad ambiental; Igualdad de género; Diversidad; Personas con discapacidadSocial 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 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 might bring 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 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.
- 2.5 Moreover, this program has the faculty of extending the school hours. However, a recent study carried out by the IDB identified that little to none of the CEAPs were informed that resources could be invested in something different than infrastructure and equipment. Thus, almost none of the schools were using their resources to extend the school hours or to carry out a feeding program. This TC will provide a deeper understanding of the preferences of the CEAPs and the tools they need to implement the best program for their community. In particular, this TC will develop resources, guides and/or courses to empower the CEAPs that wish to implement the extension of school hours and help them to design inclusive programs to improve ALL students' learning outcomes.
- 2.6 The TC is consistent with the IDB Group Institutional Strategy 2024-2030: Transforming for Scale and Impact (CA-631) and is aligned with the objectives of: (i) reduce poverty and inequality by improving access to better education offerings; and (ii) address climate change by helping schools to invest in more sustainable and greener infrastructure. The Program is also aligned with the operational focus areas of: (i) gender equality and inclusion of diverse population

groups; (ii) social protection and human capital development; and (iii) sustainable, resilient, and inclusive infrastructure.

- 2.7 Moreover, the TC is aligned with the IDB Group Country Strategy with Mexico 2019-2024 (GN-2982); and the Bank's Sector Framework Document for Education and Early Childhood Development (GN-2708-5) and is aligned with OC-SDP Window 2: Social Development (W2E), Priority Area 5: Inclusive Social Development (GN-2819-14) because it promotes equitable access to education services and investment in human capital by improving physical and pedagogical conditions for students in basic and upper secondary education.
- 2.8 The beneficiary of this TC is the Secretary of Public Education (SEP). This TC will contribute to the diagnostic and development of new resources to empower the CEAPs of the program La Escuela es Nuestra, to invest in more sustainable infrastructure and develop other types of programs, such as the extension of the school hours, to improve their children's educational outcomes, with a special focus on creating more inclusive education.

III. Description of Activities and Budget

- 3.1 **Component I: Support for strengthening the efficiency of school financing (US\$56,000).** Support the identification of best practices related to the decentralized allocation of school funding and the prioritization, at the community level, of the projects in which educational resources are invested. This component foresees the development and dissemination of a knowledge product on successful programs for the decentralized allocation of educational resources and the production of resources that facilitate parent committees in the creation of sustainable and resilient school infrastructure construction projects. The objective of this component is to produce the knowledge and tools necessary for the LEEN program to improve its operating rules and support parent committees so that they can develop more resilient and sustainable infrastructure projects. A company will be hired to develop this product. A firm will be hired to develop this product. The development of the study will be closely coordinated with the SEP who will provide guidance to ensure that the final product answers the needs of the overall La Escuela es Nuestra program. The firm hired to execute this component will be responsible for coordinating with all relevant stakeholders including the Bank, the SEP and, where needed, CEAPs. They will also be responsible for disseminating these knowledge products.
- 3.2 **Component II: Support for improving equity and inclusion with the range of activities funded by LEEN (US\$106,000).** 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. In particular, extended school hour programs can benefit all students and reinforce the learning of students with special needs. Furthermore, since women are the ones who dedicate more hours to caring for their children, these types of programs could allow them to have a greater number of hours for their economic activities. The objective of this component is to produce a comprehensive diagnosis of how the LEEN program resources are being used by the CEAPs in order to strengthen their work and, at the same time, produce the resources, guides, or trainings that help them develop educational projects that can have the greatest impact on the learning of their children, such as programs to extend the school day. A firm will be hired to produce a comprehensive diagnosis of the use of LEEN funds and to develop

resources, guides and training to enhance the work of the CEAPs. They will also be responsible for disseminating these knowledge products.

3.3 **Budget:** The total cost of the TC is US\$162,000 which will be charged against the OC SDP Window 2 - Social Development (W2E). No counterpart financing is expected.

3.4 This TC seeks to support the operation in development in Mexico by providing technical support on institutional deliverables and will measure the following indicators:

- Indicator 1: 1 Study on the effectiveness of the LEEN program and development of resources for resilient and sustainable construction
- Indicator 2: 1 Comprehensive diagnostic of the use of the resources by the CEAPs
- Indicator 3: 1 Resources, guides and trainings for the CEAPs

Moreover, the TC will finance two (2) workshops¹ with the objective of raising awareness and capacity around the support that CEAPs need to invest in sustainable infrastructure and to implement effective programs to improve students' outcomes, such as the extension of the school hours.

3.5

Indicative Budget

Activity/Component	Description	IDB/Fund Funding	Total Funding
Component 1: Support for strengthening the efficiency of school financing	Study on the effectiveness of the LEEN program and development of resources for resilient and sustainable construction	56,000	56,000
Component 2: Support for improving equity and inclusion with the range of activities funded by LEEN.	Comprehensive diagnosis of the use of LEEN resources and development of resources, guides and training to enhance the work of the CEAP	106,000	106,000
Total		162,000	162,000

IV. Executing Agency and Execution Structure

4.1 This TC will be executed by the Inter-American Development Bank (IDB) through the Education Division of the IDB's Social Sector (SCL/EDU) over a period of 21 months and disbursed over a period of 24 months after the date of approval. It will be executed according to TC guidelines (OP-619-4). In line with Appendix 10 of the Operational Guidelines for Technical Cooperation Products (OP-619-4), Bank execution of the TC is justified as contracting by the IDB enhances independence of key products to developed, namely the La Escuela es Nuestra diagnostic and the

¹ The development of these workshops will be carried out in coordination with the SEP to ensure that they are fruitful instances of learning and knowledge dissemination, aligned with the opportunities for improvement of LEEN that they identify. Prior to the development of the workshops, the government's letter of no objection will be processed.

material to enhance the CEAPs work. All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU.

- 4.2 All procurement to be executed under this Technical Cooperation have been included in the Procurement Plan (Annex IV) and will be hired in compliance with the applicable Bank policies and regulations as follows: (a) Hiring of individual consultants, as established in the regulation on Complementary Workforce (AM-650) and (b) Contracting of services provided by consulting firms in accordance with the Corporate procurement Policy (GN-2303-33) and its Guidelines.

V. Project Risks and Issues

- 5.1 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, we have already established relationship with State authorities in those States where authorities are not changing this year nor in 2025. The schools in these States serve as a good sample of the schools in the whole country. Moreover, the secretary of education has carried out a national survey to understand the use of LEEN's resources and is open to sharing the data. This data will simplify data collection and ensure the national representativity of the data used.

VI. Exceptions to the Bank Policies

- 6.1 There are no exceptions to the Bank Policies

VII. Environmental and Social Aspects

- 7.1 This TC is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes

[Matriz de Resultados_73058.pdf](#)

[Términos de Referencia_22824.pdf](#)

[Plan de Adquisiciones_49906.pdf](#)