

## TC Document

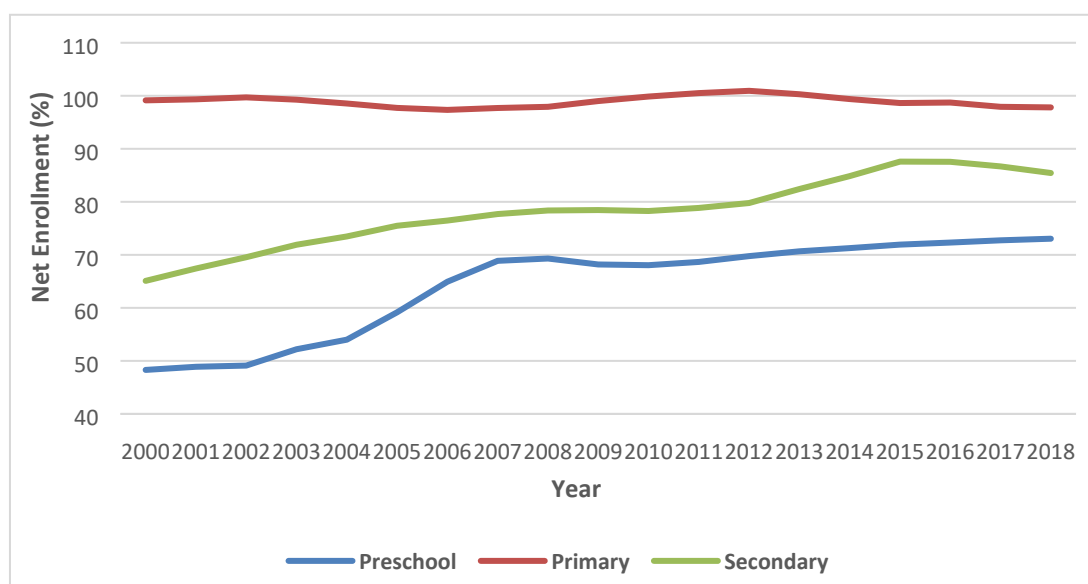
### I. Basic Information for TC

▪ Country/Region:	MEXICO
▪ TC Name:	Support for the Implementation of the “The School is Ours” Program
▪ TC Number:	ME-T1428
▪ Team Leader/Members:	Morduchowicz, Alejandro (SCL/EDU) Team Leader; Tamagnan, Marie Evane (SCL/EDU) Alternate Team Leader; Alvarez Diaz, Esteban (SCL/EDU); Blasco, Ivana (SCL/EDU); De Gyves Sandoval, Alejandro (CID/CME); Garza Cortina, Miriam (VPC/FMP); Lugo Moreno, Monica Bibiana (LEG/SGO)VPC/FMP); Lugo Moreno, Monica Bibiana (LEG/SGO)VPC/FMP); Lugo Moreno, Monica Bibiana (LEG/SGO)VPC/FMP); Lugo Moreno, Monica Bibiana (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	18 May 2020.
▪ Beneficiary:	Secretaria de Educación Pública (SEP), México
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC Strategic Development Program for Social Development(SOC)
▪ IDB Funding Requested:	US\$200,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	2 years
▪ Required start date:	July 2020
▪ Types of consultants:	Firms and individuals
▪ 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):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

### II. Description of the Associated Loan

- 2.1 The Objective of this TC is to provide technical assistance to the Secretary of Public Education (SEP) in the development of a robust monitoring system for the *La Escuela es Nuestra* program. This TC will specifically support the development and implementation of a monitoring system for the use of school grant funds sent to the *Comité Escolar de Administración Participativa* (CEAP) of beneficiary primary schools in Mexico. The development of this system will contribute to the transparency, quality assurance, and sustainability of the program in improving teaching and learning conditions in primary schools in Mexico.
- 2.2 Mexico has over 36 million students in 265,277 schools (SEP 2019). While there have been advances in net enrollment rates in the last two decades in basic education levels (particularly in preschool and secondary) these achievements have been overshadowed by low achievement scores.

**Figure 1: Mexico's net enrollment rates by education level. 2000-2018<sup>1</sup>**



- 2.3 In 2018, 49% of 6th graders were not proficient in Language and Communication and 59% scored in the lowest level of Mathematics. In rural and indigenous settings more than 70% of students scored in the lowest levels of Language and Communication, and over 75% struggled with basic arithmetic operations (INEE, 2018).
- 2.4 A lack of adequate teaching and learning conditions has long been identified as one of the principal causes of low learning outcomes and numerous programs (including *Escuelas de Calidad*, *Escuelas Dignas* and *Escuelas al CIEN*) have been implemented with varying levels of success (INEE, 2018). Nevertheless, unequal learning and teaching conditions persist.
- 2.5 In this light, the Government of Mexico launched *La Escuela es Nuestra* in October of 2019. The program aims to improve the teaching and learning conditions of preschool, primary and secondary schools located in highly marginalized and indigenous communities, relying on school grant transfers made to the Comité Escolar de Administración Participativa (CEAP).
- 2.6 The *Secretaría de Educación Pública* (SEP) and *Secretaría de Bienestar Social* (SBS) identify the targeted schools based on their degree of marginalization, indigenous population status, priority level and type of school. Resources are then distributed directly to targeted schools depending on levels of enrolment. Fund allocation is determined based on a calculation of vulnerability, and ranges between US\$ 7,800 and US\$ 26,000 as one-off lumpsum transfer.
- 2.7 CEAPs can make individualized decisions regarding which inputs are needed for their schools, and as such, few restrictions are placed on the use of school grant funds. The funds transferred to the CEAPs can be used for range of activities including, inter alia: the procurement of educational materials, minor infrastructure repairs, rehabilitation or

<sup>1</sup> SEP, *Sistema Nacional de Información Estadística Educativa* (2019).

construction, and the contracting of technology, energy saving, and connectivity services.

### **III. Objectives and Justification of the TC**

- 3.1 The Objective of this TC is to provide technical assistance to the Secretary of Public Education (SEP) in the development of a robust monitoring system for the *La Escuela es Nuestra* program. Specifically, the TC will finance the development of a monitoring system for the use of school grant funds sent to the CEAPs of beneficiary primary schools in Mexico.
- 3.2 While the government funded *La Escuela es Nuestra* Program has been in existence since 2019, the program's monitoring mechanism is inadequate and does not include a robust system to accurately track the use of transfers to CEAPs and to monitor the quality of school improvements over time. For example, the process of reporting, roles and responsibilities, fiduciary requirements, and communication to the CEAPs about the importance of adequate reporting needs to be reviewed and strengthened.
- 3.3 Strategic Alignment. The TC is consistent with the Update to the Institutional Strategy 2020-2023 (AB-3190-2) and is aligned with the challenge of social inclusion. It contributes to fostering high-quality human capital by improving access to better education offerings and promising set of skills particularly for the vulnerable youth. The TC is also aligned with the cross-cutting theme of: (i) institutional capacity and rule of law by introducing a standardized school quality assurance system to the education system and piloting for a regional scale-up. 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). Finally, the TC is aligned with the objectives of the Strategic Program for Social Development financed with Ordinary Capital (SOC) (GN-2819-1): (i) increase the relevance, quality, and volume of Bank financing aimed at supporting to the social sector; and (ii) strengthen the efforts made by public institutions to be more effective and efficient in their social programs, targeting specific groups, and executing social sector projects.

### **IV. Description of activities/components and budget**

- 4.1 Sole Component: Monitoring system for school funds. This single component will finance the development of a monitoring system for the use of school grant funds sent to the CEAPs of beneficiary primary schools in Mexico. As such, the system will serve as a mechanism to support and control the allocation of public resources by providing access to the supporting documentation required by SEP to transfer to funds to the CEAPs.
- 4.2 The component will: (i) revise the existing legislative guidelines (*Lineamientos*) and operational manual for CEAPs in the use and reporting of funds; (ii) develop a fiduciary, administrative and technical monitoring and tracking system for the use of school grant funds; and (iii) build awareness and capacity around the monitoring and tracking system. As such, an analysis of the SEP internal and external processes with regards to the *La Escuela es Nuestra* Program will be carried out to properly design and develop the corresponding system, and thus favoring transparency and accountability. Eligible expenses include the contracting of individual consultants and firms responsible for the above-mentioned activities; as well as the financing of activities related to workshops and meetings.

- 4.3 The development and piloting of the system 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. Consultants hired to execute the sole component will be responsible for coordinating with all relevant stakeholders including the Bank, the SEP and, where needed, CEAPs.

### Indicative Budget

Activity/ Component	Description	IDB/Fund Funding (USD)	Total Funding (USD)
<b>Sole Component</b>	Fiduciary, Administrative and Technical Monitoring System of the <i>La Escuela es Nuestra</i> Program	<b>100,000</b>	<b>100,000</b>
	Diagnostic of lineamientos	<b>40,000</b>	<b>40,000</b>
	School grant fiduciary operations manual	<b>40,000</b>	<b>40,000</b>
	Awareness and capacity building	<b>20,000</b>	<b>20,000</b>
<b>Total</b>		<b>200,000</b>	<b>200,000</b>

- 4.4 TC Supervision: Alejandro Morduchowicz, Lead Education Specialist (EDU/CME), will be the TC designated focal point in the Mexico Country Office, and will be responsible for execution. Marie Evane Tamagnan, Education Specialist (SCL/EDU) will serve as Alternate TC Team Leader. EDU will be responsible for supervision costs.
- 4.5 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 Diagnostic of existing program lineamientos/guidelines
  - Indicator 2: 1 revised guideline for CEAP operations manual developed for the use and reporting of school grant funds.
  - Indicator 3: 1 Fiduciary, administrative and technical monitoring system designed to accompany the *la Escuela es Nuestra* program.
- 4.6 Moreover, the TC will finance two (2) workshops with the objective of raising awareness and capacity around the monitoring system, the lineamientos and the program at the national level.

## V. Executing agency and execution structure

- 5.1 On request by the SEP, the Education Division of the Bank (SCL/EDU) will be the executing agency (see Annex for letter of request). This TC will be executed by the IDB according to TC guidelines (GN-2629-1). In line with Appendix 10 of the Operational Guidelines for Technical Cooperation Products (GN-2629-1), 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* monitoring system. All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU.
- 5.2 Procurement. All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-4 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature and; (c) GN-2303-28 for logistics and other related services.

**VI. Major issues**

- 6.1 No major risks are expected from this project. To prevent any possible risks, the Team will communicate and work closely with the SEP regarding the consultants hired for this project. In addition, the strong links between this TC and ME-L1298 will allow for a wider dissemination of results and guarantee a better sustainability of the project.

**VII. Exceptions to Bank policy**

- 7.1 There are no expected exceptions to Bank policy.

**VIII. Environmental and Social Strategy**

- 8.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as "C" according to the Safeguard Classification tool (see [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#)).

**Required Annexes:**

[Request from the Client\\_5994.pdf](#)

[Results Matrix\\_43222.pdf](#)

[Terms of Reference\\_87311.pdf](#)

[Procurement Plan\\_38712.pdf](#)