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The Center for Education and Social Studies (CEES) (www.cees-ease.com) is an independent research institution created in Mexico in 2010 by *Estrategias de Acompañamiento y Servicios Educativos* (EASE), with the objective of contributing to the analysis, design, implementation, and evaluation of development programs and policies in Latin America. Our aim is to generate knowledge for identifying the most effective strategies and policies for enhancing the prospects of the most disadvantaged groups of society in the region. Our team has more than 30 years of experience in the design, evaluation, and implementation of education and social policies in Latin America and the Caribbean.

Since our creation in 2010, the CEES has collaborated in more than 180 different projects with private institutions, civil society organizations, Latin American governments, as well as international organizations including the InterAmerican Development Bank (IDB), the World Bank, the United Nations Development Program (UNDP), and UNICEF, among others. This has allowed us to internalize the necessary communication skills, as well as the ethics codes and high-quality standards of multilateral institutions.

The Center is led by Dr. E. Miguel Székely Pardo, who has PhD in Economics and an MA in Economics for Development from the University of Oxford, as well as an MA in Public Policy and a BA in economics from ITAM, Mexico. He has lectured in Development Economics at El Colegio de México, ITAM, and the University of Oxford. He is a specialist in education, social policy, and public policy evaluation, and is the author of 98 academic publications, including 9 books, 36 refereed articles in academic journals, and 50 chapters in edited volumes.

For 10 years he held high level positions in public office, first as Undersecretary for Planning and Evaluation at the Ministry of Social Development (2002-2006) of Mexico, where he led a group of 850 staff. During his service he was also named Coordinator for the Technical Committee for Poverty Measurement and President of the Inter Secretarial Commission for Social Development. He was responsible for creating and administering the Integrated National Registry of Beneficiaries of Social Programs, and for the evaluation of all Social Programs including Oportunidades (previously Progresá and later renamed as Prospera), Micro Credit, Micro Regions, Habitat, Temporary Employment, Subsidized Housing, etc. He had the responsibility for drafting the first Social Development Law, and for the design and launching of the National Council for the Evaluation of Social Policy (CONEVAL).

Between 2006 and 2010 he was Under Secretary for Upper Secondary Education of Mexico, where he coordinated a team of more than 3,400 professionals and administered a budget of over US 1 billion for the operation of schools servicing about 2 million students. During his service, he was responsible for the design and implementation of the Reform of the High School sector in Mexico, which created the National Baccalaureate System. The Reform included a shift towards a competency-based model that included generic, disciplinary and professional competencies, which served as the bases for restructuring and coordinating all high schools in the country.

In the context of the Reform, he was responsible for the design and implementation of a range of policies and programs including the National Program for Teacher and Principal Training, the National Program for Infrastructure Improvement in Education, the ConstruyeT student support and tutoring initiative, as well as the launching and operation of the National Evaluation and Monitoring System for Middle Education.

After his public service in education, he became founding member and Director of the CEES, and contributed to launch the Institute for Innovation in Education at the Instituto de Estudios Tecnológicos y Superiores de Monterrey (ITEMS) up to 2013. In his role as the CEES Director he has continued to combine his academic activities with a career as International Development Consultant for various multilateral agencies including the IDB, the World Bank, CEPAL, UNICEF, and UNDP, among others. In this capacity he has coordinated various regional projects involving more than 50 professionals from a range of nationalities.

List of CEES-EASE academic publications to date:

1. Ortega-Díaz, A., M. Székely and I. Acevedo, “Improvements in schooling attainment through conditional cash transfers in Mexico”, *Journal of Development Effectiveness*, forthcoming, 2022.
2. Acevedo, I., Castellani, F., Lotti, G., and Székely, M, “Informality in the Time of COVID-19 in Latin America: Implications and Policy Options”, *PLoS ONE* 16(12): e0261277. <https://doi.org/10.1371/journal.pone.0261277>, December 2021.
3. Székely, M., and J. Karver, “Youth Out of School and Out of Work in Latin America A Cohort Approach”, *International Journal of Educational Development*, vol. 80, January 2021.

4. Acevedo, I., Castellani, F., Flores, I., Lotti, G., y Székely, M., “Social effect of Covid-19: Estimates and alternatives for Latin America and the Caribbean”, *Latin American Economic Review*, vol. 29, 2020.
5. Saint Martin, M. and Székely, M., “Estimating the medium-term impact of a scholarship program using standardized test data”, *Journal of Education and Learning*, Vol. 9, No. 1, Forthcoming, February 2020.
6. Acevedo, I., A. Ortega y M. Székely, “Educación e inserción laboral en veinte años de transferencias monetarias condicionadas en México”, in Hernández Licona, Gonzalo, De la Garza, Thania, Zamudio, Janet. y Yaschine, Iliana (coords.) *El Progreso-Oportunidades-Prospera, a 20 años de su creación*. Ciudad de México: CONEVAL, 2019.
7. Székely, M., and C. Schettino, “Ecuador 2007–16: una década de progreso social”, Chapter 12 in “Reformas y Desarrollo en el Ecuador Contemporáneo”, J. Díaz-Cassou and M. Ruiz-Aranz, eds., **InterAmerican Development Bank**, 2018.
8. Székely, M. and P. Mendoza, “Patterns, Trends and Policy Implications of Private Spending on Skills Development in Mexico and the United States”, *World Journal of Education*, vol. 7, No. 5, pp- 12-30, 2017.
9. Székely, M. “Higher Education in Latin America: trends and explanations”, *Journal of Studies in Education*, Vol. 7, No. 3, August 2017.
10. Adelman, M., and M. Székely, “An Overview of School Dropout in Central America: Unresolved Issues and New Challenges for Education Progress”, *European Journal of Educational Research*, Volume 6, Issue 3, 2017.
11. Bentaouet-Kattan, R., and Székely, M., “Analyzing the Dynamics of Upper Secondary Schooling in Latin America: A Cohort Approach”, *Journal of Education and Learning*, Vol. 6, No. 4, December, 2017.
12. Székely, M. and P. Mendoza, "Declining inequality in Latin America: Structural shift or temporary phenomena?" *Oxford Development Studies*, vol. 45, no. 2, 204–221, 2017.
13. Levy, S. and M. Székely, “¿Más Escolaridad, Menos Informalidad? Un Análisis de Cohortes para México y América Latina”, *El Trimestre Económico*, vol. LXXXIII(4), Oct-Dec, pp. 499-549, 2016.

14. Székely, M. and P. Mendoza, “Is the Decline in Inequality in Latin America Here to Stay?” *Journal of Human Development and Capabilities*, Volume 16, No. 3, September 2015.
15. Székely, M., “Expectativas Educativas: Una Herencia Intangible”, Chapter 2 in “*México: ¿el motor inmóvil?*”, Vélez-Grajales, R., J.E. Huerta, and R. Campos, eds., Centro de Estudios Espinoza Yglesias, 2015.
16. Székely, M. “Closing the Evaluation Cycle?” *Journal of Development Effectiveness*, Vol. 7, No. 4, 2015.
17. De Hoyos, R., Rogers, H. and M. Székely “Out of School and Out of Work: Risks and Opportunities for Latin American Ninis”, **The World Bank**, Washington DC, 2015.
18. Bentaouet-Kattan, R., and Székely, M., “Patterns, Consequences and Possible Causes of Dropout in Upper Secondary Education in Mexico”, *Education Research International*, Volume 2015, Article ID 676472, 2015.
19. Cárdenas, M., de Hoyos, R., and Székely M., “Out of School and Out of Work Youth in Latin America: a persistent problem in a decade of prosperity”, *Economía*, Vol.16, No. 1, pp. 1-40, Fall 2015.
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21. Székely, M., “Closing the Circle for Results-Based Management in Social Policy”, *Nuts & Bolts Series*, no. 32, Vol. 5, The World Bank, Washington DC, 2014.
22. Székely, M. and C. Samano “Trade and Income Distribution in Latin America: is there anything new to say”, Chapter 11 in *Falling Inequality in Latin America*, G.A. Cornia, ed., **Oxford University Press**, 2014.
23. Foster, E.J, and M. Székely “Inclusive Growth in Five Asian Countries”, **George Washington University**, Washington DC, 2013.
24. Cabrol, M, y M. Székely, “*Educación para la Transformación*”, **InterAmerican Development Bank**, Washington DC, 2012.
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27. Székely, M., “Jóvenes que no estudian ni trabajan: un riesgo para la cohesión social en América Latina”, Chapter en *Violencia y Cohesión Social en America Latina*, F.J. Díaz y P Meller, eds. **CIEPLAN**, Santiago de Chile, 2012.
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2. Acevedo, I., Castellani F., Cota, M.J., Lotti, G., y Székely, M. “Higher Inequality in Latin America: A Collateral Effect of the Pandemic”, IDB-WP-01323, InterAmerican Development Bank, Washington DC, February 2022.
3. Acevedo, I, H. Pérez and M. Székely, “Distanced but safer: An Analysis of Citizen Security in the Northern Triangle of Central America and Latin America During the Pandemic”, InterAmerican Development Bank, Washington DC, October 2021.
4. Acevedo, I., and M. Székely, “How to unleash women’s potential for accelerating growth?: an analysis for Central America, Haiti, Mexico, Belize, Panama and the Dominican Republic”, Inter American Development Bank, IDB-TN 2199, Washington DC, 2021.
5. Flores, I., M, Székely, and V. Vélez “La Violencia Intrafamiliar y su Transmisión Intergeneracional: el caso de México”, Technical Note IDB-TN-2268, K. Villa-Mar y B. Cedillo eds., Inter American Development Bank, Washington DC, september 2021.

6. Filippo, A., I. Flores and M. Székely, “Mujeres y Jóvenes: principales grupos afectados en México por la contracción económica durante la Pandemia”, Technical Note IDB-TN-2224, Inter American Development Bank, Washington DC, July 2021.
7. Acevedo, I., and Székely, M., “A Decision Tree for Digital Payment Services: The Case of Mexico”, CGD Policy Paper 219, Center for Global Development, Washington DC, July 2021.
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9. Acevedo, I., Castro, E., Fernandez, R., Flores, I., Pérez-Alfaro, M., Székely, M., and Zoido, P., “Los Costos Educativos de la Crisis Sanitaria en América Latina y el Caribe”, Technical Note IDB-TN02043, Inter American Development Bank, Washington DC, November 2020.
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11. “Inmigración en Panamá: ¿Complemento o Sustituto”, InterAmerican Development Bank Working Paper WP-BID 928, Washington DC, June 2018.
12. “Educación y Desarrollo en México: una historia de baja capacidad de absorción del capital humano”, InterAmerican Development Bank Working Paper WP-IDB 933, Washington, DC, 2018.
13. “Theoretical and Methodological Aspects for Measuring the Quality of Education in Mexico” For the National Institute for the Evaluation of Education (INEE), 2016.
14. “Estimaciones de Pobreza Multidimensional para México 2015”, CONEVAL, México, 2016.
15. “Descomponiendo los cambios en la pobreza de ingresos en México: Aspectos metodológicos y su aplicación para el período 1994-2014”, Ministry of Social Development, México, 2015.
16. “Evaluating the Impact of Financial Access on Household Behavior in Mexico”, InterAmerican Development Bank, Washington, DC, with Andrew Powell, 2015.

17. “Understanding Domestic Saving in Latin America and the Caribbean: The case of Mexico”, InterAmerican Development Bank Working Paper WP-606, Washington DC, 2015.
18. “Cambios en la Institucionalidad de la Política de Protección Social en América Latina y el Caribe: avances y nuevos desafíos”, InterAmerican Development Bank Technical Note No. 80, 2014.
19. “Valor Agregado de la Educación Superior en México: Datos disponibles y opciones metodológicas”, InterAmerican Development Bank, 2014.
20. “Social Protection and work conditions in Latin America: Recent Progress and New Challenges”, UNDP, New York, 2014.
21. “Reinventando la Nueva Educación: Innovaciones Inspiradoras en América Latina”, InterAmerican Development Bank, Washington, DC., with Axel Rivas, 2014.
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26. “Tendencias, Políticas y Acciones para la Educación Media Superior: Un Análisis del Contexto Internacional”, *Instituto Tecnológico y de Estudios Superiores de Monterrey*, 2013.
27. “Medición de la Pertinencia de la Educación Superior en México”, *Secretaría de Educación Pública*, México 2012.
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29. “Capital Social y Política Social en México”, UNDP, México DF, 2012.

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31. “La importancia de un Sistema de Métricas para el Sector Educativo de México”, *México Evalúa*, México DF, 2012.
32. “Interacción entre el Capital Social y Programas Sociales para la reducción de la pobreza”, UNDP, México D.F. 2011.
33. “Grandes Decisiones para Modernizar el Sistema Educativo Mexicano”, *ITESM*, 2011.
34. Székely, M., “Towards Results-Based Social Policy Design and Implementation”, *Center for Global Development Working Paper*, 249, Washington DC, 2010.

Evaluations of Public Programs and Policies

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2. “Redesign of the early-childhood family support Program in Colombia: diagnosis, categorization and results and process evaluation in the context of the COVID-19 emergency”, InterAmerican Development Bank in association with Econometría, Colombia, 2021.
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5. “Diagnosis of the Education Sector Transformation Program (ESTP) of Jamaica”, Interamerican Development Bank, Kingston, Jamaica, 2019.
6. “Evaluation of the Program for Violence Prevention and Social Inclusion in Costa Rica”, Interamerican Development Bank, San José, Costa Rica, 2019.
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8. “Integral Evaluation of Programs and Policies in the Education Sector in Mexico 2017-2018”, CONEVAL, México, 2018.
9. “Evaluation of the Teacher Training Model at the High School Level in Mexico”, Ministry of Education of Mexico, 2018.
10. “Final Evaluation of the Program for the Implementation of the National Citizen Safety Strategy in Honduras”, InterAmerican Development Bank, 2018.
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25. “Qualitative Evaluation of Cash Transfers Delivery Schemes: should the cash be delivered to student´s or mothers?”, PROSPERA, Programa de Inclusión Social, December 2015.
26. “Design Evaluation of the Information and School Management System in Mexico (SIGED)”, Ministry of Public Education of Mexico, 2015.
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28. “Evaluation of the School Financing System in Mexico”, for the National Institute for the Evaluation of Education (INEE), 2015.
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31. “Evaluation of the Program for Human Capital Formation for High School VET Students in Mexico” InterAmerican Development Bank, Washington, DC, 2014.
32. “Evaluation of the National Registry for Health Subsidies in Mexico” for the National Health System, Health Ministry of Mexico, 2014.
33. “Development of a Monitoring and Evaluation System for the Implementation of the OECS Union”, World Bank, Washington, DC, 2012.
34. “Design of a Monitoring and Evaluation System for Technical Cooperation Products at the InterAmerican Development Bank” InterAmerican Development Bank, Washington DC, 2011.

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1. “Design, Process, Results and Impact Evaluation of the *Competencies for Employability Program*” Bécalos-International Youth Foundation, México, 2020-2022.

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4. Comparative Study of the Implementation of the Google IT Support Program, International Youth Foundation, Colombia, 2021.
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8. Impact Evaluation and Construction of KPIs for the “Por los que se Quedan” Scholarship Program, BBVA Foundation, México, 2019.
9. Evaluation and Assessment of the “Desarrollo de la Comunidad, A.C.” Model, Fundación Banamex, 2018.
10. Evaluation of the “School Leaders” Preschool Program, Fundación Banorte, México, 2018.
11. Impact and Results Evaluation of the Futbolnet-TELMEX Program in México, Fundación Club Barcelona, 2018.
12. Impact Evaluation of using Technology for Teaching Physics in Mexico, InterAmerican Development Bank- LAB4U, 2018.
13. Impact Evaluation of the Jóvenes Con Rumbo Program, Youth Build México, 2017-2018.
14. Evaluation of the Cauce-Cure Community Peace Model in Ecatepec, México, Cauce Ciudadano, 2017.
15. “Development of an M&E System, Design Evaluation, Process Evaluation and Impact Evaluation of the *Jóvenes con Rumbo Program* using Qualitative and Quantitative Methods” Youth Build, México, 2016-2017.
16. Evaluation of the Futbol Net y Empleabilidad Juvenil Program, Fundación Rafael Márquez, México, 2014-2016.

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1. Education Sector Plan for El Salvador, Global Partnership for Education, The World Bank, El Salvador, 2021-2022.

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2. “Characterizing Economic Gender Gaps for Developing the Action Plan for the Gender Parity Initiative in Ecuador”, Interamerican Development Bank, Ecuador, 2021-2022.

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3. “Skills and labor market outcomes in Latin America: some evidence for dimensioning the future education costs from Covid-19”, Interamerican Development Bank, Washington DC, 2021-2022.

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9. “How to improve the quality of social sector spending in the countries in the Northern Triangle of Central America?”, Interamerican Development Bank, Washington DC, 2020.
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13. “Validation of the National Poverty Calculations at the National Level for 2018”, CONEVAL, Mexico, 2019.

14. “South-South Cooperation Strategy” by the Cities vs Discrimination, Racism, and Xenophobia Coalition: Mexico City Chapter”, Coalición Latinoamericana y Caribeña de Ciudades contra la Discriminación, el Racismo y la Xenofobia, Montevideo, 2019.
15. “Design of the Social Protection Sector in Barbados”, The World Bank, Washington DC, 2019.
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18. “Development of Population and Policy for achieving the Montevideo Consensus and the 2030 Agenda” for the United Nations Population Fund, 2018.
19. “Alternatives for Financing Education in Paraguay”, World Bank, 2018.
20. “Indicator Design and Action Plan for the Implementation of the Strategy vs Racism, Discrimination and Xenofobia in Mexico City”, Coalición Latinoamericana y Caribeña Contra el Racismo, la Discriminación, y la Xenofobia, Uruguay, 2018.
21. “The State of Penitentiary Systems in Latin America and the Caribbean: a micro data approach”, InterAmerican Development Bank, Washington DC, 2018.
22. “Assessing the Coherence of Social Programs in Mexico to Improve Spending Efficiency”, Ministry of Social Development of Mexico, 2018.
23. “Women’s Leadership and Presence in the Police Force in El Salvador, Guatemala and Honduras” InterAmerican Development Bank, Washington DC, 2018.
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34. “Human Capital and Economic Growth in Paraguay”, InterAmerican Development Bank, Washington, DC, con I. Acevedo y L. O’Connell, 2017.
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37. “Social Policy Proposal for the States of Oaxaca, Puebla and Veracruz”, World Bank, 2017.
38. “Educational Perspectives for Ecuador, 10 Years After the Introduction of the Plan Decenal”, InterAmerican Development Bank, 2016.
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44. “Skills development in Latin America: Challenges and Opportunities for Reform”, Inter-American Dialogue’s Commission on Quality Education for All, 2015.
45. “What can Education Research Tell us about the Best Ways of Avoiding School Dropout at the High School Level”, National Institute for the Evaluation of Education (INEE), Mexico, 2015.
46. “Educational Challenges for Peru in the 21st Century”, The World Bank, Lima, Perú, with Inés Kudó, 2015.
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48. Integrated Social Development Diagnostics for Guatemala, the Dominican Republic, Costa Rica, and Panama, respectively, InterAmerican Development Bank, 2015.
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50. “Methodology for Teacher Training for the Development of Socio Emotional Skills”, UNDP, México, 2014.
51. “Educational Challenges in Uruguay: an agenda for action”, World Bank, Uruguay, 2014.
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53. Developing a System for Evidence Management”, Ministry of Development and Social Inclusion of Peru, 2014.

54. “Supply and Demand Projections for Educational Services in Mexico 2014-2030” Instituto Nacional de Evaluación para la Educación (INEE), 2014.
55. “The IDB and the Poverty Agenda in Latin America and the Caribbean”, InterAmerican Development Bank, Washington, DC, 2013.
56. “Institutional Arrangements of the Social Sector in Latin America: Implications for Peru” World Bank, Washington, DC, 2013.
57. “Challenges for Institutionalizing the Social Sector in Honduras”, InterAmerican Development Bank, Washington, DC, 2013.
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6. Business Model Development for Youth-Build, México, 2017.
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