

**INTER-AMERICAN DEVELOPMENT BANK**  
**Technical Cooperation Program (Trust Fund)**  
**Social Inclusion Trust Fund**  
**(RS-T1136)**

**TC BRIEF**

**I. GENERAL INFORMATION**

<b>TC Project Title:</b>	Early Education Opportunities for Indigenous and Afro-descendent Children in Latin America
<b>Trust Fund:</b>	Social Inclusion Trust Fund
<b>Beneficiary Country:</b>	Regional (Peru, Venezuela, Ecuador)
<b>Amount financed by Social Inclusion Trust Fund:</b>	US\$60,000
<b>Execution Deadline:</b>	12 months after approval date
<b>Disbursement Deadline:</b>	12 months after approval date

**II. BACKGROUND**

Young children learn many language, social and practical skills in early education programs that benefit them immediately and also enhance their opportunities for future achievement. For poor children, early education has been shown to offset the social, emotional, physical and cognitive burdens that can result from their living situation. Early education programs also reduce the cost of primary education of these children, many of whom come to first grade unprepared and physically disadvantaged to learn. And, as readiness increases, learning expectations in schools also rise, leading to overall improvements in teaching and student performance. Investment in early childhood care and education programs thus becomes a critical element in improving the quality of primary education (Myers, 1995 and Myers, 1998).

Moreover, in addition to education related benefits, rigorous evaluations of pre-school programs targeted to disadvantaged children have shown to have positive effects on future employment and earnings, reducing criminal behavior, and other aspects of well being and social behavior (Schweinhart and Weikart, 1997).

It should be emphasized from the start that learning begins at birth, and issues and interventions related to nutrition and health assume unquestionable importance. As kids approach school age, educational and socialization objectives become increasingly important. For children aged 3 to 6, development needs include expansion of language skills by talking, reading and singing; experimentation with prewriting and prereading skills; and learning co-operation by helping and sharing (Young, 1996).

For most countries, the percentage of children in pre-school programs has grown consistently since 1980, no doubt pushed along by political commitments made by governments during the International Year of the Child in 1979, and then as a result of the World Conference on Education for all in 1990, which recommended an expansion of early childhood care and development programs. In the Andean region, overall preschool net enrollment rates range from 33% in Colombia to 60% in Ecuador. Even so, despite this growth, the challenges facing Latin American countries in this area are substantial and the provision of pre-school remains highly skewed. Whereas most children in higher-income strata attend some form of pre-school, poor indigenous and Afro descendent children have inadequate access, with enrollment ratios at this level substantially below country averages. When these less privileged populations do have access to pre-school, it often is in multiple informal, private, unregulated, and unaccounted for day-care centers operating only a few months per year with untrained personnel. Furthermore, even when facilities are available, another challenge has been overcoming the reluctance of many indigenous and Afro Latin families to send their children to early education programs. Besides the disinclination to turn young children over to non-family members for care, the benefits of attention at this level are sometimes not well understood.

In Latin America and the Caribbean, indigenous peoples and people of African descent or "Afro-Latins" as they are known, suffer disproportionately from poverty and social exclusion. Opportunities to improve their economic and social welfare are undermined by their lack of access to health and social services, general discrimination in public services, including the justice system, and lower levels of educational achievement. Indeed, recent international forums have highlighted the need to develop strategies to ensure that issues of race and ethnic inequalities are considered in the Millennium Development Goal (MDG) process. Removing the institutional and social barriers confronting indigenous peoples and Afro-Latins is a critical step if LAC countries are to achieve the MDGs in education, particularly the goal of universal completion of the primary level. While many LAC countries now have important antidiscrimination legislation targeted at indigenous peoples and Afro descendents, inequality still exists in many sectors, including early education. As governments continue to promote and expand programs in this sector, specific actions and policies need to be implemented in order to ensure that these children are not left behind. Early education can help provide the necessary foundations for later success in primary and secondary school. The skills that children develop in such programs facilitate their entry into, retention during, and achievement throughout not only primary school but the entire educational cycle. This is especially so in the case of children from poor and less privileged families who can fall quickly and progressively behind other children in their development in the absence of early attention.

Census and household survey data reveal that race and ethnicity are integral factors in measuring the social exclusion and poverty faced by indigenous peoples and Afro-descendants. That said, systematic collection of educational data segregated by race and ethnicity remains a challenge for the region. Policy planners tend to use official aggregated statistics that in many cases do not allow them to effectively respond to the needs of these populations.

Although there is some Bank work currently being done on social exclusion in education in LAC,

such work focuses on primary, secondary and tertiary education. Given that early education has proven to be critical for child development, as well as future educational and social achievement, it is important that this sector be analyzed with a view to leveling the playing field for all, particularly for indigenous and Afro descendant children. In order to have a fair start, they need to enter first grade prepared and ready to learn.

### **III. OBJECTIVES**

The objective of this TC is to provide a series of technical studies with respect to early education opportunities for indigenous and Afro descendent children. More specifically, it will examine access to early education programs – both private and public, the quality and cost of those programs, specific targeting mechanisms if any, as well as community and parent participation in program design and execution.

The results of this TC will provide concrete recommendations for improving country level policies and actions designed to improve early care and education opportunities for indigenous and Afro descendant children. It is also expected that the results will facilitate dialogue with education officials on social inclusion in education and the need to target programs, policies and resources to effectively combat racial and ethnic inequality.

Lastly, the results will complement the work presently being carried out by the Education Unit of the Sustainable Development Department of the Bank (SDS/EDU).

### **IV. DESCRIPTION**

The analyses supported by this technical cooperation will employ a number of quantitative and qualitative methods to analyze social inclusion of indigenous and Afro descendant children in early education in Latin America and the Caribbean. Case studies will be carried out in Ecuador, Peru and Venezuela – countries where the Afro descendent population represents between 5 and 10% of the total population and the indigenous population is as high as 40% (Peru).

To the extent possible, data from household surveys and statistics from the Ministries of Education in the selected countries will be analyzed to examine enrollment rates of indigenous and Afro descendent children in early education programs, disaggregated by gender, rural/urban and socioeconomic levels. This data will be combined with qualitative data regarding the types of programs offered and the quality of attention. A simple methodology will be used to examine trends and carry out comparative analysis. In addition, qualitative analysis will be carried out within each of the countries using a combination of interviews with key informants, focus groups, and observation visits.

A research assistant will be hired to produce initial profiles of the state of early education in each of the countries using available data in the Bank and in the countries themselves. An international consultant with at least 10 years experience in early education programs in Latin America and knowledge of racial and ethnic issues will be hired to do the qualitative analysis and integrate the

findings of the research assistant into a final report. This report will document the actual situation, recent trends and include recommendation for the design, monitoring and evaluation of future Bank operations that would contribute to reduced racial and ethnic inequality in the region. In addition, existing programs will be able to take advantage of these findings to fine-tune their operations to better address the needs and realities of indigenous and Afro descendant populations.

Once concluded, a workshop will be organized within the Bank so as to disseminate these results to project officers and others in the Bank, as well as to government officials and other interested parties outside the Bank.

The table below presents an estimated timeline for the implementation of TC activities.

<b>CHRONOGRAM FOR IMPLEMENTATION OF TC</b>	
<b>Activity</b>	<b>Estimated Dates</b>
Identification and Hiring of Consultants	2/05 – 3/05
Quantitative data gathering and analysis	4/05 – 6/05
Qualitative field work at country level	7/05 – 9/05
Preparation of Draft Final Report	10/05
Review Period	11/05
Incorporation of Comments to Final Report	12/05
Dissemination Workshop	12/05

## **V. JUSTIFICATION**

The activities proposed in this technical cooperation are directly related to the Bank strategies and its Plan to Combat Social Exclusion. Issues related to access and equity in education are main themes in the Bank's strategies for education, its Social Development Strategy and Plan to Combat Social Exclusion.

The activities contemplated in this technical cooperation will complement the work on social exclusion currently being done in the Education Unit of the Social Development Department, providing an empirical basis that will be used to inform the more macro-level policy work being done by that Unit. In particular, the TC will focus specifically on access and participation of indigenous and Afro descendents in early education programs, using three countries as case studies. The studies will provide country specific examples and policy recommendations for future Bank strategies and policies.

Perhaps most importantly, the results from this technical cooperation will directly support the development of loan operations in the Andean region, particularly those in Venezuela, Ecuador and Peru. The current Bank pipeline includes VE-0138, Expansion and Improvement of Initial and Primary Education and there have been discussions in Ecuador and Peru regarding the development of primary and preschool loans in the future. Furthermore, in these two latter

countries, the Bank has been actively supporting early education programs.

## **VI. BUDGET**

<b>Budget Categories</b>	<b>Total</b>
Lead Consultant @ US\$500/day for 46 days	23,000
Data analysis: Research Assistant @4,500/month for 3.5 months	15,750
Travel	6,500
Per diem	10,500
Workshops/dissemination	3,000
Contingencies	1,250
<b>TOTAL</b>	<b>60,000</b>

## **VII. RESPONSIBILITY IN THE BANK:**

### **Technical responsibility:**

Jennelle Thompson, Social Development Specialist in the Social Programs Division, Region 3, 202.623.2625 (phone), 202.623.3173 (fax) and jennellet@iadb.org (email).

### **Responsibility for Disbursements:**


Jennelle Thompson, Social Development Specialist in the Social Programs Division, Region 3, 202.623.2625 (phone), 202.623.3173 (fax) and jennellet@iadb.org (email).

## **VIII. RECOMMENDATION**

Jennelle Thompson, designated team leader for the project of reference, recommends the approval of this technical cooperation and the use of resources from the Social Inclusion Trust Fund totaling up to US\$60,000 in order to finance the corresponding technical cooperation.

## **IX. CERTIFICATION**

I certify that this operation was approved for financing by the Social Inclusion Technical Committee on November 19, 2004. Also, I certify that resources from the Social Inclusion Trust Fund are available for up to US\$60,000 in order to finance the activities described and budgeted in this document. The commitment and disbursement of these resources shall be made only by the Bank in US dollars. The same currency shall be used to stipulate the remuneration and payments to consultants, except that local consultants working in their own borrowing member country shall have their remuneration defined and paid in the currency of that country. No resources of the Fund

  
Arnaldo M. da Fonseca, Chief  
Technical Cooperation Coordination Unit

  
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Juan M. Fariña  
Chief, RE3/SO3

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Date \_\_\_\_\_

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- Myers, Robert G. 1995. *The Twelve who Survive*. Ypsilanti, Michigan: High/Scope Press.
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- Schweinhart, Lawrence J. and Weikart, David P. 1997. *Lasting Differences: The High/Scope Pre-school Curriculum Comparison Study Through Age 23*. Ypsilanti, Michigan: High/Scope Press.
- UNESCO. 2003. *World Education Report*. Paris, France: UNESCO.
- Young, Mary Eming. 1996. *Early Child Development: Investing in the Future*. Washington, DC: World Bank.

**Terms of Reference**  
**Early Education Opportunities for Indigenous**  
**and Afro-descendent Children in Latin America**  
**(RS-T1136)**

*Quantitative Analysis*  
**Social Inclusion Trust Fund**

**Objective.**

This consultancy is to facilitate the development of a series of technical studies with respect to early education opportunities for indigenous and Afro descendant children. Specifically, the consultancy will carry out research on the state of early education in Ecuador, Peru and Venezuela using available data in the Bank and in the countries themselves.

**Activities.**

To carry out the objective, the consultant will perform the following activities:

- Develop a work plan in coordination with the international consultant. The plan should incorporate the activities to be performed during the study, the responsibilities of each of the consultancies and a Gant graph design to attain the objective of the study within the specified timeframe.
- Work closely with the Mecovi program to analyze household surveys and data available in the Bank. The staff at the Mecovi program should provide the consultant the necessary tools to access and use the databases and information in their website.
- Contact the statistical agencies in each of the participating countries in order to request access to their census and to explore other relevant databases.
- Perform research on active early education programs in participating countries. Particularly those that provide opportunities to indigenous and Afro descendant children.
- Perform a comparative analysis with the data collected.
- Assist the international consultant in the qualitative analysis of the identified programs. The analysis done by the international consultant will incorporate the results of the analysis financed by this consultancy.
- Organize a workshop in order to disseminate the results to project officers and others in the Bank, as well as to government officials and other interested parties outside the Bank.

**Products.**

This consultancy should result in the following products:

- A work plan in coordination with the early education expert.
- A monthly report that summarizes the activities performed during the study.



- A draft and a final report summarizing the findings of the research done in each of the countries.

**Profile, time frame and payment schedule.**

The consultant should have a graduate degree in economics, public policy or related field. He or she should have at least five years of experience in policy analysis and research in Latin America and be familiar with statistical databases. The consultant should have experience working with the Bank, including project team experience on Bank projects and travel. He or she must be fluent in oral and written Spanish and English. This consultancy will consist of part-time work over a period of 7 months, and honorarium will be made on a monthly basis upon receiving a month-to-month activity report prepared by the consultant and approved by the project team leader.

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*Qualitative Analysis*  
**Social Inclusion Trust Fund**

**Objective.**

To undertake an extensive qualitative analysis of the actual situation and recent trends in early education programs, intended for indigenous and Afro descendent children in Ecuador, Peru and Venezuela. The study should also include recommendations for the design, monitoring and evaluation of future Bank operations that would contribute to reduced racial and ethnic inequality in the region.

**Activities.**

To comply with the above objective the consultant will perform the following activities:

- Develop a work plan in coordination with the research consultant. The work plan should incorporate a first draft of research questions to be used in the field visits.
- Travel to the participating countries to carry out interviews with government officials, early education program coordinators and other key informants.
- Carry out focus groups with relevant actors such as heads of families, government officials, program coordinators, etc.
- Perform field visits to schools within the participating countries.
- Develop a draft and a final report that incorporates the findings and the results of the quantitative analysis done by the research consultant.
- Develop a power point presentation that summarizes the results of the study. The consultant will present these finding at the early education workshop.

**Products.**

The present consultancy should develop the following products:

- A work plan in coordination with the research consultant.
- A brief report summarizing the findings for each of the countries visited.
- A power point presentation summarizing the results of the study.
- A draft and a final report that incorporates the findings and the results of the study. Particularly, the study should emphasize in the actual situation and recent trends in early education programs intended for indigenous and Afro descendent children, and should incorporate recommendations for the design, monitoring and evaluation of future Bank operations that would contribute to reduced racial and ethnic inequality in the region.

**Profile, time frame and payment schedule.**

The consultant should have a graduate degree in social sciences, political science, economics, public policy or related field. He or she should have at least 10 years experience in early education programs in Latin America and knowledge of racial and ethnic issues. The consultant should also be fluent in oral and written English and Spanish, with some knowledge of the social and cultural characteristics of Latin America. This consultancy will consist of part-time work over a period of 4 months. The honorarium will be paid based on a daily rate over the 4-month period.