

NON-REIMBURSABLE TECHNICAL COOPERATION
TC BRIEF
JULY 1, 2008

I. GENERAL INFORMATION

Country:	Regional		
Program name:	A Qualitative Assessment of Early Childbearing and Educational Trajectories		
Program number:	RG-T1577		
Project team:	Emma Näslund-Hadley (SCL/EDU), Team Leader; Gabriela Vega (SCL/GDI); Claudia Cox (SCL/EDU); and Javier Cayo (LEG/SGO)		
Executing agency:	Inter-American Development Bank		
Date of request:	N/A		
Beneficiaries:	Ministries of education in the LAC region		
Financing plan:	IDB – Finnish Technical Assistance Program (FTA)	US\$100,000	
	Local:	-	
	Total:	US\$100,000	
Execution timetable:	Execution period:	12 months	
	Disbursement period:	18 months	

II. BACKGROUND

- 2.1 The total fertility rate has fallen in the Latin American and Caribbean (LAC) region since the 1970s. Until the end of the 1980s this tendency was also observed in the 15 to 19 year old age group. However, data from recent demographic and health surveys indicate that in many LAC countries adolescent fertility rates¹ have increased overall or for select quintiles of the population (Gwatkin et al, 2007). A quarter of women are mothers by age 19 in South America and by age 18 in Central America and the Caribbean. The contribution by women in the 15 to 19 age group to the total fertility rate has increased in almost all countries (ECLAC, 2006). This development contrasts sharply with the rest of the world, where decreases in the general fertility rates have been accompanied by reductions in adolescent fertility (UN, 2007). Only in Africa is the percentage of births to women under 20 years of age as high as in Latin America (16%), followed by 12% in North America, 8% in Asia and 7% in Europe (UNFPA, 2007).
- 2.2 Concerns about the elevated adolescent fertility rates in the region arise for several reasons. In the United States and Europe, a wide spectrum of studies has associated childbearing with long-term irreversible consequences for teenage mothers, including heightened risk of living in poverty, welfare dependency, marital instability, derailed

¹ The average number of births among women aged 15 to 19 years per 1,000 women in the age group.

education prospects, and intergenerational transmission of early parenthood (see e.g. Spivak et al, 1987 and Manlove, 1997). These findings were challenged in the 1990s by researchers who used natural experiments to document the effects of early childbearing, suggesting that the negative effects may be attributed to associated factors and may be transitory and that young mothers may overcome them over time (Geronimus and Korenman, 1992; Bronars and Jrogger, 1994; Hotz et al, 1997). More recent research has questioned the methodologies used in the natural experiments concluding that early childbearers today are at least as disadvantaged as teenage mothers in past generations and that early childbearing is an important policy issue (see e.g. Hoffman, 1998; Hofferth et al, 2001). In developing countries the research on the links between teenage childbearing and life outcomes is limited. In Latin America, based on studies from four countries –Barbados, Chile, Guatemala and Mexico– Buvinic concluded that early childbearing seems to entrench socioeconomic disadvantages that are present before teenagers enter motherhood.

- 2.3 In the area of education, research largely in the United States and Europe has estimated the effect of the age of first birth and educational outcomes. In the United States, teenage mothers have been found to complete 1.9 to 2.2 fewer years of schooling than women who delayed the birth of their first child until age 30 or older. The odds of teenage mothers completing high school are 10-12% of their childless peers and the odds of completing post-secondary education are 14-29% (Hofferth et al, 2001). In Sweden, in a study covering women born over three decades, the odds of teenage mothers having a low level of formal education are 70-90% higher as women who had their first child between 20 and 24 years of age. (Otterblad Olausson et al, 2001). In the case of teenage fatherhood, the effects on schooling and earnings are less clear-cut. A study in the United States found that although early fatherhood is associated with lower levels of schooling and census earnings, the effect is dampened once control variables are taken into account (Brien and Willis, 1997).
- 2.4 While information on the frequency of teenage childbearing in the LAC region is available through censuses and demographic and health surveys, systematic assessments of policies and programs to promote schooling of pregnant students and teenage mothers in the LAC region are largely non-existent. A comprehensive mapping has neither been undertaken of regulations that protect the pregnant student's right to remain at school or to the contrary, fail to protect the right or directly authorize expulsions of pregnant students. Nor has there been a mapping of school policy or practices to resolve the issue of teenage pregnancy through formal expulsions or informal punishments that lead to the student dropping out. However, the limited qualitative inquiries that have been undertaken in the region indicate that attitudes do not always favor the continued schooling of pregnant students. A recent Bank-financed survey of four schools in the Dominican Republic found that a quarter of the teachers believe that pregnant students should not be allowed to continue their schooling alongside their peers (Ziffer, 2008).

III. OBJECTIVE AND PROGRAM DESCRIPTION

- 3.1 **Overall Objective.** The overall objective is to identify priority policies and activities in the education sector that promote education opportunities for pregnant students or teenage parents.
- 3.2 **Specific Objectives.** To achieve its overall objective, the TC has the following specific objectives: (i) conduct a tracer study of women who attended health clinics in relation to pregnancy, contrasting the educational trajectories of a group of early child bearers compared to later-fertility mothers and fathers, answering questions such as: What if any are the differences in socio-economic backgrounds of the two groups? Are there any discernable differences between the two groups of women in terms of motivations and life-plans? What factors influence the decision to drop out of school? What factors influence the decision to remain in school? What support structures influence the decision to return to school after childbirth?; (ii) map current national legislation and school policies and practices on school retention or expulsion and reentry in the LAC region, answering research questions such as: What legislation is in place to protect the rights of pregnant students? How many countries in the LAC region have policies in place to expel pregnant students? What does available evidence tell us regarding current school practices to deal with teenage pregnancies? What policies are in place regarding sex-education?; and (iii) identify promising approaches to prevent teenage pregnancy, promote schooling of pregnant students, and encourage teenage mothers and fathers, who had to interrupt their studies, to return to school. Interesting approaches that will be assessed include, but are not limited to: childcare targeted at teenage mothers who wish to return to school, accelerated learning programs for teenage mothers, mentoring and counseling initiatives, support programs for teenage fathers, and vocational training for young mothers.
- 3.3 The TC will finance three components:
- 3.4 **Component I. Tracer study.** To enlarge the understanding of the analysis of the demographic and health survey findings, a tracer study will be conducted with a sample of women who attended health clinics in relation to pregnancy, contrasting the educational trajectories of a group of early child bearers compared to later-fertility mothers and fathers. Theory-derived qualitative inquiries will help answer questions regarding motivations for the women's trajectories into and out of school and work. Interviews with other informants (parents, teachers and colleagues) will be used to further interpret and enrich findings. The countries and sites for the tracer study will be determined based on the analysis conducted within the Technical Cooperation A Quantitative Assessment of early Childbearing and Educational Trajectories (RG-T1576), seeking to capture a wide range of childbearers. Tentatively, the tracer study would be conducted in one to two countries, including at least one high fertility country such as Bolivia, Guatemala, Haiti or Paraguay.
- 3.5 **Component II. Mapping of current legislation, policies and practices.** Review of national legislation and school policies on pregnant students, mapping existing regulations that allow of hinder that pregnant students: (i) remain in school during

pregnancy; and (ii) return to school after their maternity leave. The mapping would be complemented with a review of *de facto* implementation of existing regulations. Tentatively, the mapping would cover at least 15 countries.

- 3.6 **Component III. Promising policies and practices.** The TC will finance the identification of policies and practices that show potential as mechanisms to promote schooling of early childbearers. This will include the identification and analysis of countries in the region, if any, that are successfully implementing policies to guarantee schooling for early childbearers. Special efforts will be made to identify successful or promising approaches to promote schooling of teenage mothers in indigenous and afro-descendant communities.

IV. JUSTIFICATION

- 4.1 **Relationship with the Bank's strategy.** The credibility and effectiveness of the Bank as a development organization and its mandate to promote equitable growth dictate that the Bank remains sensitive to gender issues. The Bank's Social Development Strategy Document (GN-2241-1) emphasizes the Bank's role in promoting the analysis of gender issues as a basis for the design of social policies. Furthermore, this policy recommends that Bank action implement a human development agenda over the life cycle and promotes successful transitions between life stages, such as the adolescent years.
- 4.2 **Risks.** The principal risk of this operation is the resistance that is often encountered in the Region to explicitly addressing issues of sexism and discrimination within the context of a public policy debate. The very visibility and global importance brought to the issue thanks to the wide spectrum of national and regional events that took place in 2004 in relation to the 10th anniversary of the International Conference on Population and Development (ICPD) will play a role in reducing resistance. Furthermore, the TC aims to raise the technical standard of the debate, offering new evidence to highlight any linkages between early childbearing and schooling.

V. COST AND FINANCING

- 5.1 The total cost of the TC is US\$100,000, which will be charged against the resources of the Finnish Technical Assistance Program (FTA). Prior to the disbursement of resources from Component I, the Bank will obtain letters of non-objection from the countries selected for the tracer study. See Annex I for budget details.

Table V-1: Costs US\$

Activity	Total
Component I - Tracer study	54,900
Component II - Mapping of Legislation	9,500
Component III - Promising Practices and Policies	9,500
Travel	26,100
TOTAL	<u>100,000</u>

VI. EXECUTING AGENCY AND MECHANISM

- 6.1 The proposed TC will be executed by the Education Division of the Department of Social Sectors (SCL/EDU) of the Inter-American Development Bank. The TC will have a disbursement period of eighteen months and an execution period of twelve months. The funds from the proposed TC will be used to finance the hiring of two international consultants; as well as the hiring of a team of five local consultants for the implementation of the tracer study. Standard Bank procedures will be followed for the selection, hiring and payment of consulting services.

VII. MONITORING AND EVALUATION

- 7.1 SCL/EDU will have the technical responsibility of administrating the TC. All disbursements will be executed through the LMS and will require approval from the activity leader. Within two weeks after signing their consultancy contracts, the two international consultants will submit to the Bank for its review an annotated work plan with dates for delivery of products. Nine months after the signature of the consultancy contracts, the consultants will submit a draft report outlining the results of the tracer study, the policy mapping, and the review of promising practices. The final report will be delivered two months later.

VIII. ENVIRONMENTAL AND SOCIAL ASPECTS

- 8.1 The Program is not anticipated to have direct environmental or social impacts and has been classified as a “C” according to the Safeguard Classification Tool. No environmental impact is foreseen as the initiative is limited to analytical work. No Bank resources will be used to finance investments in infrastructure of equipment.

IX. RECOMMENDATION

- 9.1 Emma Näslund-Hadley (SCL/EDU) designated team leader for the referenced project recommends the approval of this operation and use of resources from the Finnish Technical Assistance Program totaling up to US\$100,000.

X. CERTIFICATION

- 10.1 I hereby certify that this operation was approved for financing under the Finnish Technical Assistance Program (FTA) through delegation of approval authority to the IDB as per Article 6.2.4 of the Cooperation Framework Agreement signed on December 10, 2003. Also, I certify that resources from the Finnish Trust Fund (FTA) are available for up to US\$100,000 in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of twelve (12) calendar months counted from the date of signature below. If the project is not approved by the IDB within that period, the reserve of resources will be cancelled, except in the case a new certification is granted. The commitment and disbursement of these resources shall be made only by the Bank in US\$. The same currency shall be used to stipulate the remuneration and payments to

consultants, except in the case of local consultants working in their own borrowing member country who shall have their remuneration defined and paid in the currency of such country. No resources of the Fund shall be made available to cover amounts greater than the amount certified herein above for the implementation of this TC Brief. Amounts greater than the certified amount may arise from commitments on contracts denominated in a currency other than the Fund currency, resulting in currency exchange rate differences, for which the Fund is not at risk.

(ORIGINAL SIGNED)

06/30/08

Marguerite S. Berger, Chief
VPC/GCM

Date

XI. APPROVAL

(ORIGINAL SIGNED)

07/01/08

Marcelo Cabrol
Chief SCL/EDU

Date

**A QUALITATIVE ASSESSMENT OF TEENAGE CHILDBEARING AND EDUCATIONAL
TRAJECTORIES
(RG-T1577)**

Detailed Budget US\$

Activity	Days/Units	Persons/Trips	Cost	Total
Component I - Tracer study				<u>54,900</u>
(i) Research Design and Sampling				<u>11,000</u>
Consultancy days junior level	20	1	250	5,000
Consultancy days senior level	15	1	400	6,000
(ii) Field Work				<u>34,500</u>
Consultancy days junior level	30	1	250	7,500
Consultancy days senior level	30	1	400	12,000
Local Consultants	30	5	100	15,000
(iii) Analysis				<u>9,400</u>
Consultancy days junior level	20	1	250	5,000
Consultancy days senior level	11	1	400	4,400
Component II - Mapping of Legislation				<u>9,500</u>
Consultancy days junior level	30	1	250	7,500
Consultancy days senior level	5	1	400	2,000
Component III - Promising Practices and Policies				<u>9,500</u>
Consultancy days junior level	30	1	250	7,500
Consultancy days senior level	5	1	400	2,000
Travel				<u>26,100</u>
Travel (intl.)		4	1,025	4,100
Per Diem	30	2	250	15,000
Local Travel		7	1,000	7,000
TOTAL				<u>100,000</u>

Inter-American Development Bank
Project Procurement Department (DEV/PRM)

Project: __A Qualitative Assessment of Early Childbearing and Educational Trajectories
Operation number: _RG-T1577_ and **Loan Contract/TC Agreement number:**
N/A_____

PROCUREMENT PLAN
Simplified Model for Technical Cooperation up to \$150,000.00

A) All contracts for the proposed TC will be carried out in accordance with the “**Policies for the Procurement of Goods and Works Financed by the Inter-American Development Bank**” (GN-2349-7), and “**Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank**” (GN-2350-7), and what is established in the Operative Plan’s Profile I [if it correlates] and the current Procurement Plan.

B) Executing Agency’s capacity and Procurement Supervision on the part of the Bank

[In the cases of direct execution on the part of the Bank this section does not apply.]

N/A

Project: A Qualitative Assessment of Early Childbearing and Educational Trajectories
Operation number: __RG-T1577__ and **Loan Contract/TC Agreement number:** N/A_____

[Procurement Plan for Consulting Services]

Ref. No.	Description and type of the procurement contract	Estimated Contract Cost (US\$ 000)	Procurement method ¹	Review (ex-ante or ex-post)	Source of financing and percentage		Estimated Dates		Status (Pending, in process, awarded, cancelled)	Comments
					IDB %	Local / Other %	Publication of Specific procurement notice	Completion of contract		
	1. Consulting Services ○ Consulting Services 1 Tracer study	78,000	IICC	Ex-ante	100%	0%	n/a	July 2009	Pending	
	○ Consulting Services 2 Mapping of Policies and Practices	20,000	IICC	Ex-ante	100%	0%	n/a	July 2009	Pending	

[International Advertising: UNDB online (email: dbusiness@un.org) and IADB procurement portal (www.iadb.org/procurement) for all contracts over US\$ 200,000,00.

National Advertising: Newspaper of national circulation or in the Official Gazette (if available through the Web), or on the electronic portal of free access where the Borrower advertises all government business opportunities. (If available).]

¹ **Consulting Firms:** QCBS: Quality- and cost –Based Selection; QBS: Quality Based Selection; FBS: Selection under a Fixed Budget; LCS: Least-Cost Selection; CQS: Selection based on the consultant' Qualifications; SSS: Single Source Selection. **Individual Consultants:** NICQ: National Individual Consultant selection based on Qualifications; IICC: International Individual Consultant selection based on Qualifications

**A QUALITATIVE ASSESSMENT OF TEENAGE CHILDBEARING AND EDUCATIONAL
TRAJECTORIES
(RG-T1577)**

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Ziffer, Alicia, Promoción de la Equidad de Género en la Educación Básica – Programa Multifase para la Equidad de la Educación Básica, Santo Domingo, DR-T1021, January 2008.

TERMS OF REFERENCE

A QUALITATIVE ASSESSMENT OF EDUCATIONAL TRAJECTORIES AND EARLY CHILDBEARING RG-T1577

I. Background

- 1.1 The total fertility rate has fallen in the Latin American and Caribbean (LAC) region since the 1970s. Until the end of the 1980s this tendency was also observed in the 15 to 19 year old age group. However, data from recent demographic and health surveys indicate that in many LAC countries adolescent fertility rates¹ have increased overall or for select quintiles of the population (Gwatkin et al, 2007). A quarter of women are mothers by age 19 in South America and by age 18 in Central America and the Caribbean. The contribution by women in the 15 to 19 age group to the total fertility rate has increased in almost all countries (ECLAC, 2006). This development contrasts sharply with the rest of the world, where decreases in the general fertility rates have been accompanied by reductions in adolescent fertility (UN, 2007). Only in Africa is the percentage of births to women under 20 years of age as high as in Latin America (16%), followed by 12% in North America, 8% in Asia and 7% in Europe (UNFPA, 2007).
- 1.2 Concerns about the elevated adolescent fertility rates in the region arise for several reasons. In the United States and Europe, a wide spectrum of studies has associated childbearing with long-term irreversible consequences for teenage mothers, including heightened risk of living in poverty, welfare dependency, marital instability, derailed education prospects, and intergenerational transmission of early parenthood (see e.g. Spivak et al, 1987 and Manlove, 1997). These findings were challenged in the 1990s by researchers who used natural experiments to document the effects of early childbearing, suggesting that the negative effects may be attributed to associated factors and may be transitory and that young mothers may overcome them over time (Geronimus and Korenman, 1992; Bronars and Jrogger, 1994; Hotz et al, 1997). More recent research has questioned the methodologies used in the natural experiments concluding that early childbearers today are at least as disadvantaged as teenage mothers in past generations and that early childbearing is an important policy issue (see e.g. Hoffman, 1998; Hofferth et al, 2001). In developing countries the research on the links between teenage childbearing and life outcomes is limited. In Latin America, based on studies from four countries – Barbados, Chile, Guatemala and Mexico – Buvinic concluded that early childbearing seems to entrench socioeconomic disadvantages that are present before teenagers enter motherhood.
- 1.3 In the area of education, research largely in the United States and Europe has estimated the effect of the age of first birth and educational outcomes. In the

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United States, teenage mothers have been found to complete 1.9 to 2.2 fewer years of schooling than women who delayed the birth of their first child until age 30 or older. The odds of teenage mothers completing high school are 10-12% of their childless peers and the odds of completing post-secondary education are 14-29% (Hofferth et al, 2001). In Sweden, in a study covering women born over three decades, the odds of teenage mothers having a low level of formal education are 70-90% higher as women who had their first child between 20 and 24 years of age. (Otterblad Olausson et al, 2001). In the case of teenage fatherhood, the effects on schooling and earnings are less clear-cut. A study in the United States found that although early fatherhood is associated with lower levels of schooling and census earnings, the effect is dampened once control variables are taken into account (Brien and Willis, 1997).

- 1.4 While information on the frequency of teenage childbearing in the LAC region is available through censuses and demographic and health surveys, systematic assessments of policies and programs to promote schooling of pregnant students and teenage mothers in the LAC region are largely non-existent. A comprehensive mapping has neither been undertaken of regulations that protect the pregnant student's right to remain at school or to the contrary, fail to protect the right or directly authorize expulsions of pregnant students. Nor has there been a mapping of school policy or practices to resolve the issue of teenage pregnancy through formal expulsions or informal punishments that lead to the student dropping out. However, the limited qualitative inquiries that have been undertaken in the region indicate that attitudes do not always favor the continued schooling of pregnant students. A recent Bank-financed survey of four schools in the Dominican Republic found that a quarter of the teachers believe that pregnant students should not be allowed to continue their schooling alongside their peers (Ziffer, 2008).

II. Objectives

- 2.1 **Overall objective.** The overall objective of the Consultancy is to identify priority policies and activities in the education sector that promote education opportunities for pregnant students or teenage parents.
- 2.2 **Specific Objectives.** To achieve this overall objective, the Consultancy has the following specific objectives:
- (i) Conduct a tracer study of women who attended health clinics in relation to pregnancy, contrasting the educational trajectories of a group of early child bearers compared to later-fertility mothers and fathers, answering questions such as: What if any are the differences in socio-economic backgrounds of the two groups? Are there any discernable differences between the two groups of women in terms of motivations and life-plans? What factors influence the decision to drop out of school? What factors influence the decision to remain in school? What support structures influence the decision to return to school after childbirth?

- (ii) Map current national legislation and school policies and practices on school retention or expulsion and reentry in the LAC region, answering research questions such as: What legislation is in place to protect the rights of pregnant students? How many countries in the LAC region have policies in place to expel pregnant students? What does available evidence tell us regarding current school practices to deal with teenage pregnancies? What policies are in place regarding sex-education?
- (iii) Identify promising approaches to prevent teenage pregnancy, promote schooling of pregnant students, and encourage teenage mothers and fathers, who had to interrupt their studies, to return to school. Interesting approaches that will be assessed include, but are not limited to: childcare targeted at teenage mothers who wish to return to school, accelerated learning programs for teenage mothers, mentoring and counseling initiatives, support programs for teenage fathers, and vocational training for young mothers.

III. Activities and Responsibilities

- 3.1 To achieve the objectives set forth above, the Consultancy will consist of three mutually reinforcing components: (i) Tracer Study; (ii) Mapping of Current Legislation, Policies and Practices; and (iii) Promising Policies and Practices.
- 3.2 The main activities to be developed by the Consultancy will be those that are described below, without prejudice to those activities that arise during the implementation and that are necessary to achieve the previously indicated objective.

A. Tracer Study

- 3.3 The purpose of this Component is to conduct a tracer study of women who attended health clinics in relation to pregnancy.

Activities:

- a) Based on a rigorous literature and data review, present a research proposal to the Bank, including the selection of one to two countries for the tracer study (at least one high fertility country such as Bolivia, Guatemala, Haiti or Paraguay).
- b) Develop a sampling matrix for the selection of women who attended health clinics in relation to pregnancy, contrasting the educational trajectories of a group of early child bearers compared to later-fertility mothers and fathers.
- c) Conduct in-depth interviews with the women of the sample, using theory-derived qualitative inquiries to help answer questions regarding motivations for the women's trajectories into and out of school and work.

- d) Conduct interviews with other informants (parents, teachers and colleagues) to further interpret and enrich findings.

Expected Products:

- 3.4 The Consultancy should produce a report, detailing the differences of the two groups of women in terms of educational trajectories, support structures, socio-economic background, motivations and life-plans.

B. Mapping of Current Legislation, Policies and Practices

- 3.5 The aim of this Component is to review national legislation and school policies on pregnant students.

Activities:

- a) Propose to the Bank 15 countries for the mapping exercise.
- b) In the selected countries, review national legislation and school policies on pregnant students, mapping existing regulations that allow or hinder that pregnant students: (i) remain in school during pregnancy; and (ii) return to school after their maternity leave.
- c) Review *de facto* implementation of existing regulations in the selected 15 countries, analyzing the degree of implementation of current legislation and policies. The review should be undertaken applying a survey instrument to a representative sample of schools.

Expected Products:

- 3.6 The Consultancy should produce a report, detailing national legislation and school policies on pregnant students in 15 countries.

C. Promising Policies and Practices

- 3.7 The aim of this Component is the identification of policies and practices that show potential as mechanisms to promote schooling of early childbearers.

Activities:

- a) Identify and analyze countries in the region that are successfully implementing policies to guarantee schooling for early childbearers. Special efforts will be made to identify successful or promising approaches to promote schooling of teenage mothers in indigenous and afro-descendant communities.
- b) Document the effects of the policies, if possible by referring to rigorous evaluations.

Expected Products: The Consultancy should produce a report on promising approaches that could be implemented through education projects in the region.

IV. Methodology

- 4.1 The activities outlined above will require close coordination and collaboration with the ministries of education, health and social affairs in the region, as well as non-governmental organizations that are active in this field.

V. Products

- 5.1 Fifteen days after signing the contract, the Consultant will submit to the MOE and the Bank for its review and no objection an annotated work-plan with dates for delivery of products.
- 5.2 The expected products of the consultant are those listed above. It is expected that the reports will be presented to the Bank according to the following schedule:
- a) Within two weeks after signing their consultancy contracts, the two international consultants will submit to the Bank for its review an annotated work plan with dates for delivery of products.
 - b) Nine months after the signature of the consultancy contracts, the consultants will submit a draft report outlining the results of the tracer study, the policy mapping, and the review of promising practices. The final report will be delivered two months later.

VI. Selection and Qualifications of the Consultant

- 6.1 The Consultant selected should have the following characteristics:

Qualifications: Extensive experience in qualitative research, including the design and implementation of tracer studies. Experience from gender related research is preferable.

Duration: All consultant services should be completed within twelve (12) months as of the signature of the contract.

Location: One or two countries from the LAC region and the country of origin of the consultant. The consultant will budget as many trips as it is necessary to meet the requirements of this consultancy.

Timeframe: Project will begin on 1 September 2008.

VII. Payment of Services

7.1 Payments will be made according to the following schedule:

40% upon receipt and approval of the work plan;

30% upon receipt and approval of the draft reports;

30% upon receipt and approval of the final reports.