

TC Document

I. Basic Information for TC

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| ▪ Country/Region: | GUATEMALA |
| ▪ TC Name: | Preventing migration and promoting integration of migrant returnees through sports in Guatemala |
| ▪ TC Number: | GU-T1330 |
| ▪ Team Leader/Members: | Elias Gonzalez, Alison (SCL/MIG) Team Leader; Restrepo Restrepo, Andres De Jesus (IFD/ICS) Alternate Team Leader; Adela Davalos (SCL/MIG); Lugo Moreno, Monica Bibiana (LEG/SGO); Monroy Taborda, Santiago (ORP/REM); Rodriguez Fernandez, Esther (ORP/EUR); Sobral De Elia, Mariana (SCL/MIG); Tres Viladomat, Joaquin (SCL/MIG); Us Alvarez, Hugo Amador (SCL/GDI) |
| ▪ Taxonomy: | Research and Dissemination |
| ▪ Operation Supported by the TC: | |
| ▪ Date of TC Abstract authorization: | 27 Oct 2021. |
| ▪ Beneficiary: | Guatemala |
| ▪ Executing Agency and contact name: | Inter-American Development Bank |
| ▪ Donors providing funding: | OC Strategic Development Program for Social Development(SOC) |
| ▪ IDB Funding Requested: | US\$105,000.00 |
| ▪ Local counterpart funding, if any: | US\$0 |
| ▪ Disbursement period (which includes Execution period): | 36 months |
| ▪ Required start date: | December 2021 |
| ▪ Types of consultants: | Individuals and Firms |
| ▪ Prepared by Unit: | SCL/MIG-Migration Unit |
| ▪ Unit of Disbursement Responsibility: | SCL/MIG-Migration Unit |
| ▪ TC included in Country Strategy (y/n): | No |
| ▪ TC included in CPD (y/n): | No |
| ▪ Alignment to the Update to the Institutional Strategy 2010-2020: | Social inclusion and equality; Gender equality |

II. Objectives and Justification of the TC

2.1 Guatemala's low investment in education has led to an estimate of one in three 15-year-olds dropping out of the school system and most of those who attend fail to achieve basic levels of skills in reading, mathematics, and sciences.¹ Moreover, students are exposed to high levels of violence within their schools, communities and neighborhoods which affect their learning experience and permanence in the school system. Violence levels, family reunification, access to quality education and lack of job opportunities after graduation are some of the causes why young people and their families often opt to migrate. Guatemala has historically been characterized as a place of origin and transit for migrants. More recently, changes in the U.S. migration policy

¹ Bos, M. S. et al., 2019. [Guatemala: ¿un punto de partida para la mejora?](#) PISA-D. CIMA-BID.

have caused an increased flow of returning migrants to Guatemala, imposing great challenges for the social and economic reintegration of this population.

- 2.2 The challenges currently facing Latin America and the Caribbean on how migrants and refugees can be successfully integrated into local communities are not short-term. These challenges can be seen as three-fold: economic, legal and social. The latter - the challenge of social integration – is of particular interest when it comes to sport. The positive values of sport as a tool for promoting human rights, encouraging peace, and fostering international understanding in a spirit of mutual respect between people can be seen to play an important role in helping both host societies and new arrivals in a community come together to build new social connections, trust, and community spirit. Common interests and values can be shared through sport, bringing people together to promote intercultural dialogue, overcome differences, and reduce intolerance. Also, participation in sport has been proven to improve children’s educational attainment and skills development including empowerment, leadership and self-esteem – contributing to their overall well-being and future prospects ([UNICEF, 2019](#)).
- 2.3 **Objective.** The overall objective is to prevent migration of the most at risk and vulnerable children and adolescents and promote the integration of returnees through a comprehensive intervention model based on a sport for development methodology, promoting the development of values, 21st century skills, and education in Guatemala. The model of intervention proposed will facilitate the integration of migrant children, adolescents, young adults, and their families into their host communities and provide the necessary tools to progress economically and socially, reducing their need to migrate. This program will serve as a pilot with the intention of including El Salvador and Honduras in a second phase and to replicate the model –once evaluated– in other countries throughout Latin America and the Caribbean facing integration challenges for migrant population.
- 2.4 **Specific Objectives.** The specific objectives are twofold: (1) Support vulnerable children and youth’s participation in socio-sports school programs that work on social inclusion, violence prevention and provide psychological support and academic strengthening. Moreover, the intervention expects to establish links with returning migrant families and promote the participation of their children to enhance their inclusion into the community; (2) Facilitate social and economic integration of young migrant returnees through a comprehensive training program.
- 2.5 **Migration drivers.** Guatemala is a country affected by poverty, inequality, social exclusion, poor academic system, and violence. Additionally, the COVID-19 pandemic, the impact of hurricanes Eta and Iota in November 2020 and changes in migration policy in the US have sparked new migration flows from these countries. In 2021, U.S. Border Patrol encountered nearly 279,000 Guatemalans at the U.S. Southwest border.² Although migration flows from the country continue to increase, the flow of returning migrants has also increased in recent years. Between 2019 and

² Congressional Research Service, 2021. [Central American Migration: Root Causes and U.S. Policy](#)

2020, 780,683 migrants have returned to Guatemala, representing 4.36% of its population.³ In addition, during the first half of 2021, the International Organization for Migration (IOM) recorded the deportation of 2,623 minors from Mexico and the United States.⁴ Guatemala has not only become a transit point for caravans of migrants seeking to cross the border with Mexico and finally reach the United States but has also become the place where several migrants of Central American nationalities (Honduras and El Salvador) are deported. This situation reveals the need to establish reception and reintegration services to facilitate the transition and resettlement in communities for returnees, as well as to reduce attempts to migrate again without authorization.

2.6 Sports as a powerful tool to integrate migrant and host communities. Several countries around the world organize sports activities, such as soccer or basketball, to promote the well-being and integration of children and adolescents in communities with high migrant populations. Sports, no matter where you play them, usually have the same rules, the same play language, and the same joys, and therefore serve as an instrument to teach solidarity, respect, teamwork, learning and making positive use of differences. Moreover, it has strong values of resilience, integration, and community cohesion, among many other life skills. Sports are recognized as an integrating element for immigrant groups (Heinemann, 2002; Medina, 2002), a means of teaching responsibility to youth at risk (Hellison, 1995), a tool for the prevention and treatment of drug addiction (Martínez, 1999), a mechanism that favors reinsertion in penitentiary institutions (Negro, 1995), useful in the social recovery of marginalized neighborhoods (Balibrea, Santos and Lerma, 2002), a means of socialization for the elderly, and an activator of various functions in people with disabilities (Goldberg, 1995).

2.7 A variety of organizations have developed methodologies that use sports, not only to attract children and youth to increase physical activity and have fun, but also to promote values concerning social inclusion, resilience, solidarity, and teamwork. One of these organizations is the Real Madrid Foundation (RMF), which uses a unique methodology with which through the practice of sports –specifically soccer and basketball– strengthens values (such as autonomy, self-esteem, motivation, health, equality, respect, and teamwork) and complements education. Its methodology is based on five activities: (i) Reinforcement of values and 21st Century Skills through the practice of sports; (ii) Team sports as a process of social inclusion; (iii) Integration of children and youth in the formal education system; (iv) Psychological support for beneficiaries; and (v) Work with families. Their Socio-Sports School Programs brings a multidisciplinary team of professionals specialized in sports, psychosocial support, education, and pedagogy, amongst others, to help create an enabling environment where children and youth feel safe and supported.

2.8 Additionally, RMF has developed work on peaceful citizenships, reduction of violence and equal rights through the promotion of social integration between migrant,

³ Data from US CBP and ICE and with IDB calculations.

⁴ López, J., 2021. [El sistema educativo de Guatemala genera migrantes](#). El Faro

displaced, returnees and deported populations, and host communities. For instance, in Colombia, RMF has 36 social sport programs with 7,818 beneficiaries throughout the country where many children of displaced families are taken in, ensuring their schooling and social integration. In Guatemala, their program offers a series of educational and training services to its beneficiaries that are adapted according to their identified needs and currently benefits over 1,300 children in three different departments. Evaluations show important impacts on the lives of girls and boys who participate in their programs such as improvement of physical and mental health by turning sports into a lifestyle and developing healthier nutritional habits. Additionally, by ensuring schooling of participants and promotion of values, positive changes in behavior and attitude are observed and academic performance improved in more than 60% of the targeted population.

2.9 Strategic Alignment. This TC is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is strategically aligned with the development challenge of social inclusion and equality as it finances a program aimed at promoting the inclusion of adults and youth in their communities. Moreover, it is also aligned with the Ordinary Capital Strategic Development Program for Social Development (GN-2819-1) because based on the model's objectives it will promote the implementation of policies aimed at the social and economic integration of returning migrants. Additionally, the TC is consistent with the Migration Action Framework document (GN-3021) as it is an intervention designed to promote reintegration and facilitate the assimilation of returning migrants into their communities. Lastly, the TC is aligned with Guatemala's Country Strategy 2017-2020, which prioritizes reducing poverty and inequality by expanding access to basic services. Investment in education and child development are also prioritized in the Plan of the Alliance for Prosperity in the Northern Triangle, which was developed jointly by the governments of El Salvador, Guatemala, and Honduras.

III. Description of activities/components and budget

- 3.1** To achieve its objectives, the TC will finance the design, piloting, and evaluation of two interventions, the first one aimed to support vulnerable children and adolescents between 5 and 17 years of age and the other an innovative pilot designed to assist young adults between 18 and 35 years old, at risk of migrating and returnees in Guatemala City, San Juan Sacatepequez, and El Progreso, which are departments with high levels of poverty, share of emigrants and migrant returnees. Activities will be designed in coordination with the Guatemalan Institute of Migration and Mayor's offices in the targeted departments. The project is structured around two components: (i) Design and Implementation of social sports programs in Guatemala; and (ii) Evaluation and Dissemination.
- 3.2 Component I. Design and Implementation of social sports programs for children and youth (US\$90,000).** This component will carry out the following activities: a) Needs assessment; b) Adaptation of existing social sports programs to respond to migration challenges; and c) Piloting of new intervention models.

a) *Needs assessment.* The TC will finance an assessment on current conditions and needs faced by the targeted population that have gone through a migratory process or are at-risk of migrating, to determine the main social and emotional needs, social and economic integration challenges, effects in their wellbeing, and gaps in services that promote enrollment into schools, insertion to the labor market, and reintegration into their communities. The assessment will identify and interview key stakeholders in public and civil society organizations working with at risk population and returnees, and migrant returnees. Also, the establishment of partnerships with these organizations will be explored to identify potential participants for the interventions.

b) *Adaptation of existing social sports programs to respond to migration challenges.* The findings of the assessment will serve as input to adapt an existing social sports intervention model targeting children and adolescents and design a training program to better respond to the needs of the population affected by migration. Additionally, a training program for young adults who are returned migrants or at risk of migrating, such as ex-convicts, will be designed. The program will focus on providing values and principles, developing soft skills, and providing tools to cope with their complex realities. The main objective of this training program is to prepare the target population physically, psychologically, and emotionally for their insertion into society, and provide them with the tools, skills and knowledge for their insertion into the labor market. Both intervention models use sports as a tool for teaching values, reinforcing math, language and science skills as well as developing socioemotional skills. Hence, the adaptation and design of the intervention models consist in financing the design and development of the new activities, training, and sensitization materials to support social integration, academic leveling, development of skills, dissemination of information, resilience, and empowerment, among others.

To obtain as much representation of all populations affected by migration as possible, ethnic and language diversity will be explored during the design of activities. The communication strategy will be gender-focused to reinforce participation of girls and women.

c) *Piloting of new intervention models.* This subcomponent will finance the piloting of the two interventions in the three targeted departments.⁵ This phase includes the deployment of all the activities and trainings considered in both interventions. Girls, boys, and youth eligible to participate, will register in the socio-sports school program and will be able to benefit from all activities organized throughout the schoolyear: football and basketball sessions, academic tutoring, workshops, and skills trainings, among others. For the young adults training program, migrant returnees will be able to participate in: psychological support sessions; formal and informal education activities; vocational and financial management training;

⁵ Non-objection from the beneficiary country and departments will be required to carry out the interventions.

support and accompaniment in labor insertion through job interview trainings and CV preparation; culture of peace program which promotes acquisition of knowledge, attitudes, skills and competencies necessary to seek peace, live in harmony with oneself, others and the environment through awareness-raising workshops and training in peace education techniques; and social integration activities with the host community. During the implementation, the project expects to benefit 135 young adults and 135 boys and girls, in addition to the 1,300 children that are currently participating in the socio-sports school programs in the country.

3.3 The expected result from this component is to ensure a wholesome environment for the development of children and youth targeted by the project. Particularly, it is expected that participants achieve the following features: are enrolled back in school, enhanced academic performance, improved physical and mental health, and feel reintegrated into their communities, within others. For the training program, it is expected that participants have strengthened skills and tools to achieve a sustainable livelihood.

3.4 **Component II. Evaluation and Dissemination (US\$15,000).** The TC will fund two activities: evaluation of the interventions and dissemination of key findings and recommendations.

- a) Evaluation. The component will finance data gathering and analysis for project evaluation. A combination of qualitative and quantitative methodologies will be used to assess the program's effectiveness in mitigating migration and promoting social and economic integration of migrant returnees.
- b) Dissemination. Resources from this component will be used to finance the dissemination of the findings from the evaluation. Specifically, the dissemination activities will include a workshop to show the results of socio-sports school and training programs regarding prevention of migration and social integration of migrants. The workshop will take place once the evaluation of both interventions is completed by the end of the third year of implementation.

3.5 The expected results from this component include an understanding of the effectiveness of these interventions in terms of the prevention of migration and the integration of migrant returnees and at-risk population. The evaluation will provide recommendations and lessons learned to analyze whether these interventions could be scaled up in the country and other countries of the region facing similar challenges.

3.6 **Budget.** The total cost of the TC is US\$105,000 and will be financed through a contribution from resources of the OC Strategic Development Program for Social Development (SOC).

Indicative Budget

| Activity/Component | Description | IDB/Fund Funding | Total Funding |
|--------------------|-------------|------------------|---------------|
|--------------------|-------------|------------------|---------------|

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|--|------------------------|------------------|------------------|
| Component I. Design and implementation of social sports programs for children and youth | Consultant Firm | \$90,000 | \$90,000 |
| Component II. Evaluation and Dissemination | Individual consultants | \$15,000 | \$15,000 |
| Total | | \$105,000 | \$105,000 |

IV. Executing agency and execution structure

- 4.1 This operation will be executed by the Bank's Migration Unit from the Social Sector Department (SCL/MIG) in line with Annex 2 of the Operational Guidelines for Technical Cooperation Products (GN-619-4). Bank execution is justified in that this TC represents an initiative promoted by the Bank, and the products and activities envisaged will generate knowledge and strengthen the technical capacity of the Bank and its member countries in addressing both fundamental causes of migration and reintegration of migrant returnees in countries of origin. Given that migration is a cross cutting theme where several public institutions and civil society organizations play part, the Bank can play a leading role coordinating the different stakeholders to have a successful intervention. Moreover, through its ongoing policy dialogue with Guatemala and international agencies supporting migrants and refugees in Central America, the Bank is well placed to serve as the executing agency of the activities financed by the TC.
- 4.2 As the executing agency of the TC, the Bank will be responsible for: (i) the technical work required for the execution of the TC; (ii) selecting and hiring individual or firm's consultants to provide the necessary services; (iii) supervise the consulting services that the beneficiary provides technical inputs; and (iv) manage the execution and delivery of consulting services.
- 4.3 It is estimated that the project will have a duration of 36 months for execution and disbursements counted from the date of approval of this TC.
- 4.4 **Procurement.** All activities to be executed under this TC have been included in the Procurement Plan (see Annex) and will be contracted in accordance with Bank policies as follows: (a) AM-650 of the Administrative Manual "Complementary Workforce"; (b) consulting firms for services of intellectual nature in accordance with the Policy for the Selection and Contracting of Consulting Firms for Bank-Executed Operational Work (GN-2765-4) and its Operational Guidelines (OP-1155-4); and (iii) for logistic services and other related services, the Corporate Procurement Policy (GN-2303-28) will apply.
- 4.5 **Single-source selection.** Direct contracting is foreseen of the Real Madrid Foundation (RMF) in the amount of approximately US\$100,000 to execute the socio-sports school and training programs in Guatemala. RMF's Socio-Sports School Programs have been successfully implemented in 72 countries throughout Latin America, Africa, Europe, the Middle East, and Asia-Pacific, benefiting over 46,000 children between 5 and 18 years of age directly, and over 132,000 people indirectly. Moreover, RMF has wide experience welcoming people, children and youth from

different nationalities who face different migratory situations in Spain, Colombia, The United States, Guatemala, and Senegal to name a few. RMF has been present in Guatemala since 2013, after signing an agreement with local partner Fundación Carlos F. Novella. Since working in Guatemala, RMF has implemented socio-sports school programs that have benefited over 1,300 children in three different regions in Guatemala. RMF has successfully implemented its programs within Bank's projects in Costa Rica, Colombia, and Argentina. The TC expects to use RMF's existing capacity and expertise on sport and development methodologies and complement it by implementing a holistic, pilot package to assist returning emigrants and at-risk of-migrating population. The activities gathered in this TC are to be implemented in the regions where RMF already has ongoing programs and alliances. RMF is qualified and considered an agency with exceptional worth for the assignment in accordance with 4.1.3(d) of the Policy for the Selection and Contracting of Consulting Firms for Bank-executed Operational Work (GN-2765- 4).

- 4.6 **Monitoring.** The Project Team will be responsible for the review of all technical and financial reporting. The Team Leader will be responsible for annual monitoring of activities in the field, and continuous progress meetings with the counterparts and consultants.

V. Major issues

- 5.1 Potential risks identified are: Unsuccessful call for participation of beneficiaries and their families in the program. To mitigate these risks, RMF and its local partner will develop communication channels with municipalities and civil society organizations currently supporting vulnerable and migrant population and reach out to those in need and guarantee their participation in the program. Communities will be visited, workshops with families will be held and social media dissemination will be carried out like in other projects of this nature executed by the RMF.
- 5.2 Restrictions due to COVID-19 that may limit in-person activities. RMF will continue to carry out its activities by ensuring the implementation of social distance protocols, use of masks and limiting the number of children that attend the program at the same time. Additionally, some activities could be done remotely with the support of family and program facilitators will follow up frequently with them to prevent dropouts. It is important to note RMF activities follow the national COVID-19 traffic light system set by the Government of Guatemala.

VI. Environmental and Social Strategy

- 6.1 This TC will not finance feasibility or pre-feasibility studies of investment projects or associated environmental and social studies and therefore does not meet the applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Results Matrix - GU-T1330](#)

[Terms of Reference - GU-T1330](#)

[Procurement Plan - GU-T1330](#)