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DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

**REGIONAL**

**GIRLS' EDUCATION IN LATIN AMERICA**

**TC0101019**

**PLAN OF OPERATIONS**

**JUNE 2002**

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## ABBREVIATIONS

CIM/OAS	<i>Comisión Interamericana de la Mujer</i> /Organization of American States
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
EDUCO	Community-managed Schools Program
EGG	Educating Girls Globally
ICEG	International Center for Economic Growth
IDB	Inter-American Development Bank
INDES	Inter-American Institute for Social Development
IPAE	<i>Instituto Peruano de Administración de Empresas</i>
LAC	Latin America and the Caribbean
MECOVI	Program for the Improvement of Surveys and the Measurement of Living Conditions in Latin America and the Caribbean
MEP	<i>Ministerio de Educación de Perú</i>
NGO	Non-Governmental Organization
UCONIME	<i>Unidad de Cooperación Internacional del Ministerio de Economía</i>
USAID	United States Agency for International Development
WID	Women in Development

## GIRLS' EDUCATION IN LATIN AMERICA

(TC-01-01-01-9-RG)

### EXECUTIVE SUMMARY

<b>Requester:</b>	Ministerio de Educación (MEP), Lima, Peru		
<b>Executing agency:</b>	Instituto Peruano de Administración de Empresas (IPAE)		
<b>Amount and Source:</b>	IDB (Japanese Special Fund):	US\$ 600,000	-
	Local counterpart:	US\$ 120,000	
	Total:	US\$ 720,000	
<b>Terms:</b>	Execution Period:	20 months from the date of signature of the Agreement.	
	Disbursement Period:	24 months from the date of signature of the Agreement.	
<b>Objectives:</b>	The general objective of the project is to address the problems of inequitable education in the Region by producing information to assist policy makers in developing new policies and strategies to improve girl's education at the primary level and secondary education in relation to employment opportunities.		
<b>Description:</b>	To carry out the above objective, the project will consist of three components: i) research studies in four Latin America countries to explore and evaluate the problems and experiences related to girl's education; ii) local and regional seminars to discuss the results of the studies; and iii) publication and dissemination of the outcome of the studies and seminars.		
<b>Environmental/ Social Review:</b>	The environmental and social review of October 19, 2001 (TRG-40-01) recommended the inclusion of the ethnic variable in each of the four studies to permit the incorporation of specific conclusions and recommendations regarding the situation of indigenous and afro-descendent girls. The recommendation has been incorporated into the terms of reference for the studies.		

<b>Benefits:</b>	<p>The anticipated benefits of the project are the following: 1) generation of information for policymakers to facilitate the design and implementation of more inclusive educational policies to improve girls' education and promote greater employment opportunities for females in the labor market; and 2) long run increases in the level of girls' school enrollment and school retention in rural and indigenous communities along with increases in female employment opportunities in urban areas.</p>
<b>Risks:</b>	<p>The principal risk is the potential difficulty of coordinating different research teams and different participating entities within and among the beneficiary countries. To mitigate this risk, the terms of reference of the specialized agency will place special emphasis on the role of the Coordinator, who will be responsible for forming the teams and making sure that the data collection and analysis are compatible with the overall methodological framework and activities are carried out within given timelines.</p> <p>A secondary risk relates to the dissemination of the results of the studies. Financial resources are required for a regional seminar, which the executing agency is mobilizing through an external public policy foundation that works with Latin America and the Caribbean (LAC). Should these additional resources not materialize, the project's findings would be disseminated through different Bank networks, such as the Regional Policy Dialogue in education, the IDB web page and the Inter-American Institute for Social Development (INDES).</p>
<b>Bank's Country and Sector Strategy:</b>	<p>The project complies with central elements of Bank's primary and secondary education and poverty reduction strategies (documents GN-2067-3 and GN-1894-5, respectively).</p>
<b>Special Contractual Conditions:</b>	<p>Condition prior to first disbursement: no-objection of the Bank to the final version of the terms of reference, under which the specialized agency will be hired (paragraph 3.14).</p>
<b>Exceptions to Bank Policy:</b>	<p>See section on procurement below.</p>
<b>Procurement of Goods, Works and Services:</b>	<p>An exception is sought to the procedures that are required for the selection of consulting services, to hire the specialized agency Educating Girls Globally (EGG) without competition. The contract amount is estimated at US\$366,000. The justification for this exception is provided in paragraphs 3.5–3.8. The aforementioned specialized agency will observe Bank procedures for the procurement of goods, works and consulting services to be financed with IDB resources.</p>

## I. FRAME OF REFERENCE

### A. Background: The Hidden Issues in Girls' Education

- 1.1 In addition to personal gains, it is well documented that the social returns of educating females are high and that there is a positive relationship between girls' education and indicators on social and economic development. These social returns are measurable in terms of reductions in fertility and child mortality rates, improvement in family health and nutrition, superior educational performance of future generations and increases in overall earning potential and household incomes.
- 1.2 While advances have been made and overall educational coverage may be high in the Region, variations between and within each country exist that mask differences in educational achievement between boys and girls, between rural and urban populations and between non-indigenous and indigenous populations. Challenges still exist for ensuring gender equity and geographic and cultural inclusion in the Region's educational systems.
- 1.3 Female exclusion in education is pronounced in Bolivia and Guatemala, especially in rural areas. In Bolivia, it was estimated that some 13.5% of rural school-aged females compared with 8.4% of boys in 1992 never attended school and only some 47.7% of girls were actually enrolled, while 54.5% of boys were.<sup>1</sup> Of the adult population in rural areas, 2/3 of women reported having had no formal education.<sup>2</sup> In Guatemala where some 60% of the population is indigenous,<sup>3</sup> boys' enrollment in primary schools exceeds girls' enrollments by 10%,<sup>4</sup> and that gap is even greater in rural departments. The World Bank reports that three fourths of indigenous females in Guatemala have no education at all and that the average years of schooling for indigenous females is only 0.9.<sup>5</sup> Adult illiteracy figures paint a similar picture. In 1999, the CIM/OAS reported that Guatemala (51.4% of women vs. 7.5% of men); Peru (17.0% of women vs. 5.5% of men); and Bolivia (24.0% of women vs. 9.5% of men) had the greatest differences in illiteracy rates between the two sexes.
- 1.4 Even in countries that exhibit near universal enrollment at the primary level and good levels of participation at the secondary level, differences in gender and socio-economic status greatly impact overall educational achievement. Youth in lower income quartiles show greater dropout and repetition rates and lower

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<sup>1</sup> PNUD. *Desarrollo Humano en Bolivia 1998*. Cuadro 11: Población en edad escolar (5-25 años) por condición de asistencia escolar, según sexo, 1992. p. 167.

<sup>2</sup> IBID.

<sup>3</sup> Marcela Tovar. *Perfil de los Pueblos Indígenas de Guatemala (Documento Borrador)*. Octubre 1999. Banco Mundial RUTA. p. 8.

<sup>4</sup> The gross primary school enrollment ratio 1990-1997 for boys was 90 compared to 79 for girls. UNICEF. *State of the World's Children 2000*. p. 97.

<sup>5</sup> World Bank. *Guatemala Basic Education Strategy*. January 20, 1995. pp. i and 11.

completion rates with the most pronounced differences for girls and those living in rural areas.

- 1.5 Beyond problems in completing their education, many females who do graduate from secondary school confront difficulty in the labor market, as they are often unable to secure comparable employment to that secured by their male counterparts, especially those from the poorest households. According to the International Labour Organization, youth unemployment doubled in the 1990's and was higher amongst young females than young males. Female participation rates in urban employment across all income quartiles and across all countries in the Region lag behind those of males<sup>6</sup>.
- 1.6 The link between education, employment and earnings is well documented. Salary differentials and income levels between skilled and unskilled workers are high. The World Bank has estimated that earnings rise between 10% and 20% for each additional year of schooling for both boys and girls. Consequently, measures need to be taken to ensure that young people stay in school and that the skills they are taught there do not lag behind those demanded by the labor market.
- 1.7 Much is known about the benefits of educating females and the need to increase girls' enrollment rates. However, the barriers commonly cited to enroll and retain girls in school – lack of female teachers, lack of gender-sensitive curriculum, absence of latrines, clean water and walls, and poverty – have not been found easy to correct by institutional and policy reforms; and girls' enrollment and retention rates have remained difficult to increase, especially in rural areas. Important clues about how to overcome these barriers systematically, even in rural areas and in traditional cultures, may be found by examining the very high enrollment and retention rates achieved by non-governmental schools in a variety of countries. One institutional feature widely thought to be crucial in achieving a high rate of girl's attendance is community-based schools featuring active participation and involvement by parents in school management. The issue of parental involvement and its impact on attendance has not been extensively studied in Latin American countries<sup>7</sup>.

**B. Bank Strategy in Education and Commitment to Combat Poverty and Social Exclusion Due to Racism or Ethnic Discrimination**

- 1.8 The activities in this operation are consistent with the Bank's strategy in the educational sector, which prioritizes interventions directed at improving the quality of education and enhancing human capital. This project has a dual focus of improving educational opportunities for females, especially those in rural and

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<sup>6</sup> ECLAC Social Panorama of Latin America 1998, p. 84 (Table 111.5). Urban Labour Force Participation Rate for People Between the Ages of 15 and 24; Sex and Household Income Level, 1990 and 1997.

<sup>7</sup> The issue of parental involvement has been considered in studies of Guatemala, but the involvement was limited to seminars at which NGO officials spoke to them about the importance of educating girls. USAID has also been implementing girl's education programs in Guatemala.



indigenous communities, and in improving labor market opportunities for females in urban areas by promoting greater skill acquisition through the formal educational system. Furthermore, the Bank has made a strong commitment to orient its portfolio towards the goals of poverty reduction and equity enhancement. It has also made a strong commitment to combat social exclusion due to racism or ethnic discrimination. To that end, it approved in 2001 an action plan to combat social exclusion. The Plan states that regional operational departments will emphasize the issue of promoting social exclusion of racial and ethnic groups through their pipeline of projects. As of now, they have identified, and some have been approved, projects in Bolivia, Chile, Costa Rica, Ecuador, Honduras, Guatemala, and Peru.

## **II. THE PROJECT**

### **A. Objectives**

- 2.1 The objective of the project is to address the problems of inequitable education in the Region by producing information to assist policy makers in developing new policies and strategies to improve girls' education at the primary level and secondary education in relation to employment opportunities.
- 2.2 The specific objective will be to produce information and analysis for policymakers on two particular problems related to educational opportunities for girls. **First**, the studies will examine institutional and policy issues that may be causing low enrollment and retention at the primary level in rural areas, especially for indigenous girls. **Second**, they will examine the possible role of secondary education in girls' limited employment opportunities compared to boys.
- 2.3 The anticipated outcome will be recommendations on the improved allocation of public resources and the formulation and implementation of institutional, policy and curriculum reform to (i) increase the level of girls' primary school enrollment and school retention in rural areas, and (ii) increase and strengthen female employment opportunities in urban areas.

### **B. Components**

- 2.4 To achieve the objective, the project will consist of three components: i) research studies in four Latin American countries to explore and evaluate the problems and experiences related to girls' education; ii) local and regional technical seminars to discuss the results of the studies; and iii) the publication and dissemination of the outcome of the studies and the seminars.

## 1. Research Studies (US\$495,000)

- 2.5 A total of four studies will be carried out in Argentina, Bolivia, Guatemala and Peru. These countries were selected on the basis that the Bank has an education project under execution or in preparation in each of them. The results of the studies can be incorporated by project teams during the preparation of new education projects, and by IDB Country Offices and executing institutions during the execution of existing projects. It is expected that these studies will add to the body of existing information, particularly in the area of school dropout. Additionally, Bolivia, Guatemala and Peru all exhibit low rates of primary school enrollment in rural areas, especially for indigenous girls. Argentina, Bolivia and Peru also exhibit the problem of poor employment opportunities for girls who graduate from urban secondary schools. Finally, Argentina has ample experience in dealing with labor training programs that may be of value, such as the one executed by *Proyecto Joven*, especially the activities related to its work with dropout secondary students.
- 2.6 The following issues will be examined in each country and as requested by the CESI, the ethnic variable will be included in the terms of reference of the specialized institutions so it can be considered in each of the studies:
- a. Argentina: urban girls' secondary education and employment;
  - b. Bolivia: rural girls' primary education, and urban girls' secondary education and employment;
  - c. Guatemala: rural girls' primary education; and
  - d. Peru: rural girls' primary education, and urban girls' secondary education and employment.
- 2.7 The research studies will be designed to address the above problems in the following ways:
- 2.8 **Rural Girl's Education at the Primary Level.** The study will relate the governance structures of high enrollment schools to governance structures in low enrollment schools in rural areas, and it will also survey parental attitudes to assess how increasing parental participation would affect enrollment and retention levels of girls. Conclusive results on causation will be hard to achieve because involved parents tend to solve problems commonly thought to explain high girl's drop-out rates (they supply latrines, for example, build walls, and hire female teachers). But if parental involvement is an efficient means of solving these problems, the general correlation of high enrollment and retention rates with parental involvement will be important for policymakers wanting to raise girl's enrollment and retention rates.
- 2.9 The studies will combine data gathered from recent existing sources, including – where available, data from community-based NGO schools – with new data

collected through surveys. Information, for comparison reasons, will also be gathered from other Latin American countries or countries in other regions. The EDUCO project in El Salvador, suggests that direct parental participation improves school management while the *Eduquemos a la Niña* project in Guatemala has demonstrated that parental participation influences girl's school attendance. The central purpose of this study will be to discover whether introducing active parental participation and involvement in schools would significantly increase girls' enrollment and retention.

- 2.10 **Urban Education and Employment.** This will examine the literature on employment of secondary school graduates and its relationship to secondary school of boys and girls. It will survey employers on that subject. It will also compare teaching methods to find out how teachers deliver the curricula to girls versus boys in secondary schools, as well as to evaluate the extent to which a difference in teaching and different curricula are responsible for employment opportunities of girls versus boys after graduation from secondary school. It will also consider the orientation and provision of career counseling services to male and female students. Some studies have shown (among others Shultz, 2002) that the absolute magnitude of both the opportunity cost of not working to attend school, and the wage gains associated with completing an added year of school tend to be smaller for women than men, but the ratio of the wage gain to the opportunity cost of schooling is roughly similar for men and women at each specific level of schooling, e.g., primary, secondary, tertiary.
- 2.11 The studies will be prepared by a specialized agency. This agency will designate a project coordinator who will assemble and supervise one research team for each country to gather and analyze data on girls' education and employment<sup>8</sup>. Each team will consist of a local coordinator, an economist, a survey specialist and a research assistant.
- 2.12 **Research Methodology.** To prepare their analyses, each research team will rely on the use of two types of data. On the one hand, recent existing data will be used, such as urban and rural household surveys, MECOVI if available, that gather information about the members of each household, their income, education and labor force participation rates, as well as other relevant individual characteristics. Other existing data that may be used where available will be education surveys and surveys of employer attitudes and behavior. On the other hand, new data collected through surveys carried out in each of the four countries will also be used, as described below.

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<sup>8</sup> The project will not deal with the important issue of rural / urban migration, given that the intention is to derive statistics and relevant conclusions on the situation of rural schooling of girls in Latin America and urban employment for young women. The intention of the studies is not to propose corrections to the problem of urban employment for women, based on the analysis of the rural education system.

- 2.13 Each research team will conduct smaller but deeper surveys in order to answer more specific questions that cannot be answered using the existing data. For example, surveys may be conducted in rural areas to analyze female enrollment or in urban areas to consider female employment in specific sectors. For the studies on urban employment, the most important issues will focus on exploring causal factors, especially on investigating the role that schooling may play in different employment opportunities facing boys versus girls upon graduation from secondary school. Each research team will consult with the project coordinator to determine the type of information that will need to be gathered and the type of surveying methods to use. The project coordinator will coordinate the design of the surveys, sampling and questionnaires in order to guarantee controlled cross-country comparison.
- 2.14 The project coordinator will be responsible for integrating and analyzing the two data sets in order to determine which interventions would be most appropriate to increase girls' attendance in rural primary schools and increase employment opportunities for females attending urban secondary schools. It is expected that a comparative analysis of the results from the various studies will be conducted in order to present a regional perspective of girls' education and female employment problems. The project coordinator will have responsibility for preparing the final version of the report, including writing an introduction and conclusion, summarizing the findings of the separate studies and integrating their conclusions.

## **2. Local and Regional Seminars (US\$105,000)**

- 2.15 Local seminars will be carried out in each of the countries participating in the studies. The idea is to share the results with officials from the national governmental counterpart organization and other key stakeholders to discuss the results of the studies and present their findings.
- 2.16 As soon as the four studies are finalized and discussed with each country, a regional seminar will be organized in Lima (Peru) by the executing agency to discuss the full results of the studies and the local seminars. The purpose of this seminar will be to bring together key stakeholders including policy makers, academics and individuals from development organizations, the business sector and the media to discuss the lessons learned, present recommendations and brainstorm solutions to address the problems of girls' education in each country. Representatives from executing agencies of IDB education projects will also be invited to attend the local and regional seminars in order to be given the opportunity to discuss the studies, share experiences and use the information presented within their projects, if relevant.

## **3. Publication and Dissemination of Results (US\$62,000)**

- 2.17 The results of the studies along with other documents produced for the local and regional seminars will be published and disseminated throughout the Region. The final documents will be published in both Spanish and English, and they will also

become available through INDES and Bank's web page. It is anticipated that country participants will integrate the results of the studies into the development of national policies and strategies to improve girls' education and employment opportunities. The publications will recognize the Japan Special Fund for the financing of this activity.

### C. Cost and Financing

- 2.18 The total cost of the project has been estimated at US\$720,000 in accordance with the following budget overview:

In US\$				
Category	IDB/JSF	Local Counterpart		TOTAL
		Cash	In-kind	
<b>1. Studies</b>	<b>495,003</b>			<b>495,003</b>
<i>Coordination (honoraria and travel)</i>	<i>64,716</i>			<i>64,716</i>
<i>Research teams</i>	<i>191,100</i>			<i>191,100</i>
• Argentina	50,600			
• Bolivia	52,500			
• Guatemala	29,900			
• Peru	58,100			
<i>Overhead</i>	<i>110,187</i>			<i>110,187</i>
<i>Subtotal specialized agency</i>	<i>366,003</i>			
<i>Surveys</i>	<i>129,000</i>			<i>129,000</i>
• Argentina	40,000			
• Bolivia	35,000			
• Guatemala	12,000			
• Peru	42,000			
<b>2. Seminars</b>		<b>26,728</b>	<b>78,000</b>	<b>104,728</b>
• Local seminars			60,000	
• Regional seminar		26,728	18,000	
<b>3. Publication</b>	<b>50,000</b>		<b>12,000</b>	<b>62,000</b>
<b>4. Project administration</b>	<b>40,000</b>			<b>40,000</b>
• Software	15,000			
• Independent audit	10,000			
• Technical consultants	15,000			
<b>5. Contingencies</b>	<b>14,997</b>	<b>3,272</b>		<b>18,269</b>
<b>TOTAL</b>	<b>600,000</b>	<b>30,000</b>	<b>90,000</b>	<b>720,000</b>

- 2.19 The Bank contribution of US\$600,000 will be financed through the Japanese Special Fund on a non-reimbursable basis. It will cover: (i) the contracting of a specialized agency that will be responsible for the coordination and preparation of the studies; (ii) the cost of specialized surveys in each of the countries; (iii) the publication of the studies; and (iv) the independent financial audit.
- 2.20 Local counterpart contributions have been estimated at the equivalent of US\$120,000, with approximately US\$30,000 to be provided in cash and the reminder in-kind. On behalf of the beneficiary countries, counterpart resources will cover the participation of policy makers and academics in the regional seminar (cash contribution), and the organization of the local and regional

seminars (in-kind contribution). In addition, the executing agency will assign staff time to prepare the report for publication.

### III. PROJECT EXECUTION

#### A. Executing Agency

- 3.1 The Executing Agency for this operation will be the Peruvian Management Training Institute (IPAE). The IPAE was established in 1959 as a non-governmental organization and is based in Lima, Peru. IPAE also has offices in Iquitos, Ica, Piura and Arequipa. The IPAE's mission is to promote and strengthen the Peruvian entrepreneurial system and contribute to the country's sustainable development. IPAE generates and disseminates information, analysis and ideas for the promotion of its mission.
- 3.2 During its more than 40 years of professional work, the IPAE has focus its attention on research projects in a variety of sectors. Its activities are developed principally in three institutional areas: a) **education**, focusing on academic programs for entrepreneurs, educational management, executive development, and agricultural and agroindustrial; b) **associates services**, developing a variety of events, ranging from monthly business breakfasts and students meetings to national and regional conferences and forums; and c) **centre of strategical studies**, promoting the formulation of a national vision up to the year 2021 in coordination with members and civil society. They have cooperated with and received financing from a number of bilateral and multilateral organizations, including the IDB. Its work force of researchers and administrators is well recognized national and internationally.

#### B. Execution structure

- 3.3 The main responsibilities of the **Executing Agency** will be to design the project's broad strategy; prepare and submit to the Bank for its no-objection the final version of the terms of reference for the specialized agency; hire and supervise the activities of this agency and other consultancies, including those responsible for the preparation of the surveys described in paragraph 2.13; coordinate activities with local link institutions in each country; organize the regional seminar in Peru, including the development of selection criteria for its participants; publish the final document/results of the studies; and submit a dissemination strategy.
- 3.4 The **specialized agency** will be responsible for undertaking four studies. It will design the research methodology; coordinate the activities of research teams in each country; coordinate the local seminar in each of the four countries with the link institutions and IDB Country Offices; and prepare the final report. The research methodology will be discussed and agreed with IPAE and MEP and will be submitted to the Bank for approval.

- 3.5 An exception is sought to the Bank's procurement procedures that would allow IPAE to hire the specialized agency without competition (estimated contract amount: US\$366,000). This agency will observe Bank procedures for the procurement of goods, works and consulting services to be financed with IDB resources. This exception is justified on the grounds that the project requires an entity that specializes in working with governments to explore institutional and policy failures in public schools as a barrier to girl's schooling, and has a track record in developing strategies and methodologies for implementing institutional and policy reforms to correct those failures.
- 3.6 The project team in coordination with IPAE has identified Educating Girls' Globally, a technical arm of the International Center for Economic Growth<sup>9</sup>, as a recognized institution to carry out the research studies in Argentina, Bolivia, Guatemala and Peru.
- 3.7 EGG operates as a program of the ICEG and specializes in the range of functions and activities that are necessary to undertake the proposed studies and accomplish their objectives. EGG is based in San Francisco, California, however, through ICEG, they have access to more than nineteen Latin America affiliates. Furthermore, ICEG was headquartered in Latin America (Panama and Chile) from 1986 to 1995 and its Academic Advisory Board, as well as that from EGG, includes amongst their members high level professionals from the region.
- 3.8 EGG has unique experience in applying a self-developed methodology to address policy failures and reform public schools. While other well known NGOs and institutions focus on establishing and running independent schools, EGG specializes in working with governments to reform public schools in ways which are aimed at significantly increasing girls' enrollment and retention and improving school quality. EGG, through ICEG, has sponsored projects in Latin America on the subjects of education, health, employment, and human development (Peru, Mexico, Costa Rica, Chile, Guatemala, Ecuador, Brazil, and Colombia). All these projects focus on analyzing public policy issues and recommending public policy reforms (a list of projects and publications is available in SDS/WID files).
- 3.9 There will be **local link institutions** in each country. Their main functions will be to coordinate activities with the specialized institutions' local research teams, and the IDB Country Office, as well as to provide support for the preparation of the local seminars in order to present research findings.
- 3.10 The following institutions will serve as local links: the Ministry of Economy in Argentina; the *Viceministerio de Asuntos de Género, Generacionales y Familia* in Bolivia; the National and International Cooperation Unit (UCONIME) of the

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<sup>9</sup> The International Center for Economic Growth (ICEG) specializes in promoting institutional and policy reforms through local partners and has played an important role over the past ten-years in promoting reforms in more than fifty countries, including those in Latin America.

Ministry of Education in Guatemala; and the Ministry of Education through the Coordination Office for the Rural Educational Development in Peru. They all have expressed their no objection and priority to the project. Due to the fact that the executing agency (IPAE) of this operation is located in Lima, Peru, a more ample participation is expected from the Peruvian local link institution. This will be more visible during the preparation of the regional seminar and final publication of the studies.

**C. Procurement of goods and services**

- 3.11 With the exception to directly hire EGG, the project will follow the Bank's policies and procedures for the acquisition of goods and services.

**D. Execution and disbursements**

- 3.12 The execution and disbursement periods will be 20 and 24 months from the date of signature of the agreement, respectively.
- 3.13 Disbursements will be made through a revolving fund of US\$46,000, which corresponds to 20% of the total Bank contribution, minus the cost of the contract for the specialized agency. The latter will be paid directly by the Bank's Representation in Peru in accordance with the schedule of payments as established in the contract.
- 3.14 As a condition prior to first disbursement, the executing agency will need to obtain the Bank's no-objection to the final version of the terms of reference, under which the specialized agency will be hired.

**E. Reports**

- 3.15 The executing agency will be required to submit a final report that critically assesses the results of the individual studies as well as the results of the regional seminar.

**F. Monitoring and supervision**

- 3.16 The IDB Representation in Peru will be responsible for project supervision and administration, including disbursements. The field offices in Argentina, Bolivia, Guatemala, and Peru will monitor project activities related to the coordination between local research teams and local link institutions, as well as coordinating and participating in the local seminars. The SDS/WID Unit will have the technical responsibility for this operation.



#### **IV. BENEFITS AND RISKS**

##### **A. Benefits**

- 4.1 The project is expected to provide important new information to support the design and implementation of more inclusive educational policies aimed at improving girls' education and promoting greater employment opportunities for females in the labor market. The final report is also expected to provide inputs for curriculum development at INDES.
- 4.2 The ultimate beneficiaries of this project will be the female students, particularly those from rural and indigenous communities, which represent the largest group of children outside the educational system, who will profit from the improved allocation of public resources and the formulation and implementation of inclusive policies and curriculums. The expected benefits of this operation should be measurable in the long run through an increase in the level of girls' school enrollment and school retention in rural areas, and an increase in female employment opportunities in urban areas.
- 4.3 Although it is difficult to prove, this project will expect to generate long run societal benefits as a result of the increased participation of females in the schooling system and the labor market. This can be expected to be measured in an increase in the level of personal and household incomes, improved household health and education and lower fertility rates, amongst others. In the short run, it is expected that this project will offer new information for consideration in project preparation and for education projects under execution.

##### **B. Risks**

- 4.4 The principal risk of this operation is the potential difficulty of coordinating different research teams and different participating entities within and among the beneficiary countries. To mitigate this risk, the terms of reference of the specialized agency will place special emphasis on the role of the Coordinator who will be responsible for forming the teams and making sure that the data collection and analysis is compatible with the overall methodological framework and activities are carried out within given timelines.
- 4.5 A secondary risk relates to the dissemination of the results of the studies. Financial resources are required for a regional seminar, which the executing agency is mobilizing through an external public policy foundation that works with LAC. As a precautionary measure, the project team considers necessary the establishment of a parallel strategy to disseminate the results of the studies through different networks, such as the Bank's Regional Policy Dialogue in education, as well as through the Bank's web page and INDES.

## **V. EVALUATION**

- 5.1 In view of the research nature of the project, an ex-post evaluation with respect to efficiency and effectiveness of project execution is not required.