

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	REGIONAL/IDB
▪ TC Name:	Skill Development of the Indigenous Girl
▪ TC Number:	RG-T3886
▪ Team Leader/Members:	NASLUND-HADLEY, EMMA INGRID (SCL/EDU) Team Leader; US ALVAREZ, HUGO AMADOR (SCL/GDI) Alternate Team Leader; ALBERTOS, CARMEN (SCL/GDI); MARTIN, CAROLINA SUSANA (SCL/GDI); BLASCO, IVANA (SCL/EDU); HOLGUIN MADRINAN, ALEJANDRA (SCL/SCL); VILA SAINT-ETIENNE, SARA (LEG/SGO); MENDEZ VARGAS, CAROLINA PATRICIA (SCL/EDU); ALVAREZ MARINELLI, HORACIO (SCL/EDU); GRIGERA, ANA INES (SCL/GDI)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	01 Jun 2021
▪ Beneficiary:	Ministries of Education of Colombia, Panama, Ecuador and Peru
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$150,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/SCL - Social Sector
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Gender equality; Diversity

II. Objective and Justification

- 2.1 The objective of the TC is to promote the return to school and schooling of indigenous girls and adolescents. The specific objectives are to: (i) develop a behavioral change toolkit to promote schooling and skill development of indigenous girls in the COVID-19 era; and (ii) conduct an impact evaluation of the effectiveness of the toolkit on attitudes and behaviors related to the schooling, early pregnancies, marriage or union of indigenous girls.
- 2.2 Among all student groups, rural indigenous girls have Latin America's lowest enrollment and attendance rates at both the primary and secondary levels of education. Indigenous girls are at a higher risk of dropout of primary education compared with boys, as they need to care for siblings, or assist with household chores (World Bank, 2015; López, 2018). Indigenous girls are also less likely to speak Spanish, compared with indigenous boys and non-indigenous peers.
- 2.3 Teen pregnancies and child unions/marriages are two of the primary factors that limit skill development of indigenous girls. The United Nations warns that COVID-19 related school closures and economic distress will produce a surge in teen pregnancies and child unions in Latin America and the Caribbean (LAC). The pandemic-related crisis is

expected to raise the risk of child marriage for at least a decade, threatening also girls who are still very young (UNICEF, 2021). In LAC, pre-pandemic on average 25% of the region's girls, many of whom are indigenous, entered informal unions before 18 years of age. LAC is the only region in the world where child unions/marriages have not decreased in the past quarter of a century (UNICEF, 2019). Although exact numbers of pandemic-related child unions/marriages are not yet known, the COVID-19 crisis likely places LAC's achievement of the Sustainable Development Goal of ending child union/marriage by 2030 further out of reach. In the case of teen pregnancies, experts warn that the unmet demand for reproductive health services for teens, which was already high pre-pandemic, will deteriorate. When scarce healthcare resources are diverted to respond to the COVID-19 pandemic, adolescent pregnancies will likely increase in Latin America, particularly among indigenous girls (ECLAC/UNFPA 2020).

- 2.4 Child union/marriage and teen pregnancies fundamentally change the course of a girl's life, impacting her level of education, health and mental wellbeing, as well as the health of her children (Nour, 2009), suggesting that the full impact of a COVID-19 related increase in the numbers of LAC child unions/marriages will play out over generations. Yet, the expected increase of LAC child unions/marriages and teen pregnancies is not a foregone conclusion. If forceful action is taken through legal protections, policy frameworks, reopening of schools, and at scale social programs, the projected increases in child unions/marriages could potentially be cut in half (UNICEF, 2021). Indigenous girls who do not return to school will be at a particular risk of pregnancies and entering unions/marriages (UNICEF, 2021) making it fundamentally important to promote their re-entry into school. This social and cultural complexity of the problem suggests that measures are needed to foster social and behavioral change.

III. Description of Activities and Outputs

- 3.1 **Component I: Promotion of Skill Development of the Indigenous Girl**. The aim of the component is to develop a behavioral change toolkit targeted at youth to combat early unions and promote schooling of the indigenous girl. The toolkit will combine story-telling techniques and technology to educate school communities, journalists and broadcasters about child marriage and the importance of girls' schooling; create an understanding about factors that contribute to child marriage; and trigger change.
- 3.2 **Component II: Behavioral Change Pilot**. The aim of the Component is to implement a pilot to test the behavioral change toolkit developed under Component I in Peru. The TC will finance the development of an evaluation design, potentially randomizing geographic communities where the technology-based toolkit is disseminated.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Promotion of Skill Development of the Indigenous Girl	US\$80,000.00	US\$0.00	US\$80,000.00
Behavioral Change Pilot	US\$70,000.00	US\$0.00	US\$70,000.00
Total	US\$150,000.00	US\$0.00	US\$150,000.00

V. Executing Agency and Execution Structure

- 5.1 The TC will be executed by the Inter-American Development Bank (IDB) through the Education Division (SCL / EDU). As the executing agency of the TC, the Bank will be responsible for: (i) coordinating the actors involved in the activities of the initiative/project; (ii) identify the studies and technical work necessary to carry out the

TC; (iii) select and contract consultants to provide the necessary services; (iv) supervise the consulting services to which the beneficiary provides technical inputs; and (v) manage the execution and provision of consulting services.

- 5.2 The execution of the TC by the Bank is justified since the TC is regional in scope, involving mainly desk studies. The justification is consistent with Appendix 10 of the Operational Guidelines for Technical Cooperation Products (as modified Annex 2 of GN-619-4) criteria Applied to contracting by the Bank. In addition, taking into account the different entities and key actors with whom it will be necessary to coordinate, the sustainability of the Project execution is strengthened with the Bank as executor and responsible for the hiring consultants.

VI. Project Risks and Issues

- 6.1 The unpredictability of the COVID-19 pandemic constitutes a challenge. Although schools are opening in some education systems, it is uncertain if they will remain open. In response to this risk, the toolkit to promote the schooling of indigenous girls will include both messages about distance/hybrid education and re-entry into school.

VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "undefined".