

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	EL SALVADOR/CID - Isthmus & DR
▪ TC Name:	Children raised by grandparents in the Northern Triangle: Education policy responses. Phase I.
▪ TC Number:	ES-T1282
▪ Team Leader/Members:	NASLUND-HADLEY, EMMA INGRID (SCL/EDU) Team Leader; ELACQUA, GREGORY MICHAEL (SCL/EDU) Alternate Team Leader; BERLINSKI, SAMUEL (RES/RES); PARODI, SANDRO (SCL/EDU); CONTRERAS GOMEZ, RAFAEL EDUARDO (SCL/EDU); SOUSA ORREGO, ANA VERONICA (LEG/SGO); ALEMAN, MARCO ANDRES (VPC/FMP); LOPEZ BOO, FLORENCIA (SCL/SPH)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	03 Oct 2017
▪ Beneficiary:	El Salvador
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 500,000.00
▪ Local counterpart funding:	\$ 0.00
▪ Disbursement period:	18 months
▪ Types of consultants:	Firms
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Social Sector
▪ 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

II. Objective and Justification

2.1 Our study is the first to examine parenting practices in skipped-generation households in the Northern Triangle, and will analyze the effectiveness of parental training and social coping strategies on early learning outcomes. The objective is two-fold: (i) to understand the context of skipped-generation households in the Northern Triangle; and (ii) identify effective education interventions to assist this large group of children. The specific objective is to assess the cost-effectiveness of support to skipped-generation households with social coping strategies (Group I) vis-à-vis social coping strategy support combined with parental training (Group II). The project will be evaluated through a Randomized Control Trial (RCT), contrasting any changes in learning of children in the treatment groups with children from a group of comparison households.

2.2 Over the past several decades there's been a surge of Central American children who are raised by their grandparents. In Central America's Northern Triangle – El Salvador, Guatemala and Honduras – this tendency is particularly pronounced. Household survey data indicate that between a fifth and a quarter of children in the 3 to 6-year age-group are raised by grandparents in the Northern Triangle; and that most of these households are skipped-generation households. There are several possible reasons for the large numbers of grand-parent headed households in the Northern Triangle. It is common that both parents migrate to the United States and Canada, leaving children behind with grandparents and other relatives (Musalo et al

2015). Children are also left in the care of the grandparents because of gang recruitment, incarceration or when the parents are killed in violence.

III. Description of Activities and Outputs

- 3.1 In line with its objectives, this operation consists of three components:
- 3.2 **Component I: Component I. Development of Scalable Models.** The development of a model for social coping strategy support for Groups I and II, including information about preschool education options and everyday activities. Parental training for Group II will include face-to-face training sessions, in-home tutoring as well as self-learning activities. The model will draw from parental involvement activities that have been found to be effective in improving children’s learning skills in low-income communities.
- 3.3 **Component II: Component II. Pilot Implementation.** Implementation of the two treatments through a RCT in one of El Salvador’s 14 departments. Some 1,600 skipped generation households will be recruited through a census in targeted low-income neighborhoods. Skipped-generation households will be defined as grandparent(s) providing full-time care to a grandchild in the 3 to 6 age-group in absence of the parents for at least 12 months.
- 3.4 **Component III: Component III. Evaluation and Analysis.** The collection of baseline data, using evaluation instruments that include early learning tests such as the Early Childhood Longitudinal Study (ECLS-K) kindergarten mathematics, science and reading assessment; or the preschool version of the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA). Additionally, the evaluation will include measures of parent-child interactions, and parent attitudes and beliefs.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component I. Development of Scalable Models	\$ 100,000.00	\$ 0.00	\$ 100,000.00
Component II. Pilot Implementation	\$ 200,000.00	\$ 0.00	\$ 200,000.00
Component III. Evaluation and Analysis	\$ 200,000.00	\$ 0.00	\$ 200,000.00

V. Executing Agency and Execution Structure

- 5.1 The project will be Bank executed through one or several civil society organizations that already have an established presence in the area. To identify the best possible implementation partner, a call for proposal will be issued. The team is confident that it will be possible to identify a high quality implementing partner as there are several non-governmental and non-profit organization in El Salvador with decades of experience in promoting the wellbeing of children and families in a context of poverty and violence.
- 5.2 The TC forms part of a regional IDB initiative to test the effectiveness of models for the development of cognitive and socioemotional skills in early childhood. To ensure alignment with the overall research agenda, the TC will be executed by the Bank.

VI. Project Risks and Issues

- 6.1 A pilot based on an experimental design in a context such as El Salvador presents logistical challenges. The commitment of the Government to the study, and FUSADES

many years of experience in working with families in violence prone areas, make the Team confident that the proposed design is feasible.

VII. Environmental and Social Classification

7.1 The ESG classification for this operation is "C".