

**Job Title: Assessment of Existing STEAM programs in country xxx Education consultant in the Education Division (RG-T3278 Code Caribbean, Component 1)**

**Background:** We work to improve lives in Latin America and the Caribbean. Through financial and technical support for countries working to reduce poverty and inequality, we help improve health and education, and advance infrastructure. Our aim is to achieve development in a sustainable, climate-friendly way. With a history dating back to 1959, today we are the leading source of development financing for Latin America and the Caribbean. We provide loans, grants, and technical assistance; and we conduct extensive research. We maintain a strong commitment to achieving measurable results and the highest standards of increased integrity, transparency, and accountability.

The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

**The team:** The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low income students.

We support Latin American and Caribbean countries to ensure that:

- 1) High expectations guide education services;
- 2) Students entering the system are ready to learn;
- 3) All students have access to effective teachers;
- 4) All schools have adequate resources and are able to use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

**Preparing the Caribbean Region for the 4<sup>th</sup> industrial revolution.** Macroeconomic conditions are testing Latin America's and the Caribbean's (LAC) recent socio-economic progress. Despite current growth, the medium-term international context remains uncertain: the sustainability of the world economic recovery is unclear as are the challenges to traditional trade posed by the Fourth Industrial Revolution (4IR). New digital technologies including robotics, artificial intelligence, blockchain, the internet of things and biotechnology can boost economic growth, create employment and generate net productivity increases. through increased production, exports and

employment in higher value-added and digitized activities. However, the Caribbean regional lags behind in Science, Technology, Engineering, Arts and Mathematics (STEAM) where student enrolment is low creating a mismatch between the needs of the private sector for innovation and the knowledge and skills developed in the education system.

To strengthen the teaching of STEAM in both secondary and tertiary education in the Caribbean, the Bank together with the Ministries of Education and the MIT/MEDIA LAB (Code Next program) developed a regional project with the following three objectives: (a) to expand technological skills, such as coding, that are key to innovation and diversification in secondary schools to enhance the employability and/or readiness for continued education of youth aged 13-15 years old. To this end, the proposed operation will train a pool of coaches from tertiary education in two countries (to be selected) who in turn will teach secondary school students in the STEAM topics, exposing them early on to technology coupled with life-skills and entrepreneurial skills to foster the development of the whole child/youth; (b) to create closer relationships between the Ministries of Education and the private sector to ensure that chosen areas are driven by and well aligned with job opportunities in the participating countries; and (c) to demonstrate an effective approach in secondary education to address the needs of disadvantaged youth in the CARICOM countries which could eventually be integrated into the education system of the participating countries. The program also incorporates a mentorship program for both girls and boys to ensure that there is a gender balance, especially, considering that young men underperform in the Caribbean and are more likely to drop out and/or not participate in the Caribbean Examinations Council (CXC) exams resulting in limited job opportunities.

The objective of this consultancy is to carry out the assessment of existing STEAM programs in country XX using the instruments and tools provided by the Bank (A national assessment will be carried out in 7 countries of the Caribbean Region: the Bahamas, Barbados, Belize, Guyana, Jamaica, Trinidad and Tobago, and Suriname). The results of these assessments will be used to develop a strategic framework for implementing the Code Caribbean program and to select four countries where the program can be piloted.

The Bank will establish the required contacts with the Ministry of Education to allow access to school-based initiatives under the responsibility of the Ministry.

The selected candidate will...

- Review all documents related to the project.
- Carry out the assessment using the instruments and tools provided by the Bank to provide an overview of existing STEAM programs in the country xxx.
- Provide feedback on the instruments and inform on any adjustments made.

- Compile a report on summarizing the findings.
- Coordinate his/her work with the regional coordinator.
- Participate in regular conference calls and/or videoconferences with the regional coordinator and the Bank team.
- Conduct a series of interviews/ focus groups with representatives of the Business sector to create support for the planned STEAM program.
- Survey both governmental and non-governmental organization that are implementing a STEAM program.
- Provide cost information on the existing STEAM initiatives.

**Deliverables/Payments timeline:**

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	<b>Work plan</b>	<b>2 weeks after signature of contract and acceptance by the Bank.</b>	<b>20%</b>
<b>#2</b>	<b>Progress Report</b>	<b>6 weeks after signature of contract and acceptance by the Bank.</b>	<b>40%</b>
<b>#3</b>	<b>Final Report including cost/budget information and all other information as per assessment tools</b>	<b>11 weeks after signature of contract and acceptance by the Bank.</b>	<b>40%</b>

**Skills requirements:**

- **Education:** Master´s Degree or Equivalent in Mathematics and/or Engineering; computer science/studies.
- **Experience:** A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience
- **Languages:** Fluent in English.
- **Core and Technical Competencies:** Strong analytical skills; strong interpersonal and communication skills; good understanding of ICT and digital coding/ STEAM expertise.

**Opportunity Summary:**

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 22 days over a period of 3 months.

Starting date: Choose an item., Choose an item.

Location: Bahamas (location will vary)

Responsible person: Rieble-Ausburg, Sabine , Lead Education Specialist, SCL/EDU and Rieble-Ausburg, Sabine, Lead Education Specialist, SCL/EDU

**Travel Requirement:** No, travel will not be required. Only local transportation will be required.

**Requirements:** You must be a citizen of one of the IDB's 48 member countries and have no family members currently working at the IDB Group.

**Our culture:** Working with us you will be surrounded by a diverse group of people who have years of experience in all types of development fields, including transportation, health, gender and diversity, communications and much more.

**About us:** At the Inter-American Development Bank, we're devoted to improving lives. Since 1959, we've been a leading source of long-term financing for economic, social, and institutional development in Latin America and the Caribbean. We do more than lending though. We partner with our 48 member countries to provide Latin America and the Caribbean with cutting-edge research about relevant development issues, policy advice to inform their decisions, and technical assistance to improve on the planning and execution of projects. For this, we need people who not only have the right skills, but also are passionate about improving lives.

**Payment and Conditions:** Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

**Visa and Work Permit:** The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded

**Diversity:** The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, and religion. We encourage women, Afro-descendants and persons of indigenous origins to apply.

**Job Title: Designing Assessment Methodology of STEAM programs in Caribbean Region (7 countries) Education consultant in the Education Division (RG-T3278 – Code Caribbean, component 1)**

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The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

**The team:** The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low income students.

We support Latin American and Caribbean countries to ensure that:

- 1) High expectations guide education services;
- 2) Students entering the system are ready to learn;
- 3) All students have access to effective teachers;
- 4) All schools have adequate resources and are able to use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

**Preparing the Caribbean Region for the 4<sup>th</sup> industrial revolution.** Macroeconomic conditions are testing Latin America's and the Caribbean's (LAC) recent socio-economic progress. Despite current growth, the medium-term international context remains uncertain: the sustainability of the world economic recovery is unclear as are the challenges to traditional trade posed by the Fourth Industrial Revolution (4IR). New digital technologies including robotics, artificial intelligence, blockchain, the internet of things and biotechnology can boost economic growth, create employment and generate net productivity increases. through increased production, exports and employment in higher value-added and digitized activities. However, the Caribbean

regional lags behind in Science, Technology, Engineering, Arts and Mathematics (STEAM) where student enrolment is low creating a mismatch between the needs of the private sector for innovation and the knowledge and skills developed in the education system.

To strengthen the teaching of STEAM in both secondary and tertiary education in the Caribbean, the Bank together with the Ministries of Education and the MIT/MEDIA LAB (Code Next program) developed a regional project with the following three objectives: (a) to expand technological skills, such as coding, that are key to innovation and diversification in secondary schools to enhance the employability and/or readiness for continued education of youth aged 13-15 years old. To this end, the proposed operation will train a pool of coaches from tertiary education in two countries (to be selected) who in turn will teach secondary school students in the STEAM topics, exposing them early on to technology coupled with life-skills and entrepreneurial skills to foster the development of the whole child/youth; (b) to create closer relationships between the Ministries of Education and the private sector to ensure that chosen areas are driven by and well aligned with job opportunities in the participating countries; and (c) to demonstrate an effective approach in secondary education to address the needs of disadvantaged youth in the CARICOM countries which could eventually be integrated into the education system of the participating countries. The program also incorporates a mentorship program for both girls and boys to ensure that there is a gender balance, especially, considering that young men underperform in the Caribbean and are more likely to drop out and/or not participate in the Caribbean Examinations Council (CXC) exams resulting in limited job opportunities.

The objective of this consultancy is to develop the tools required to conduct an assessment of existing Science, Technology, Engineering, Arts and Mathematics (STEAM) programs to allow comparison in the following seven countries: the Bahamas, Barbados, Belize, Guyana, Jamaica, Suriname and Trinidad and Tobago. The results of these assessments will be used to select four countries to serve as pilot countries where the “Code Caribbean” program can be implemented and tested. Results of the assessment will be used to develop a strategic framework for implementing the Code Caribbean program in four countries to be selected. The program will be customized to the context of each country.

The selected candidate will...

- Develop the tools and guidelines needed to conduct an assessment of existing STEAM programs at the secondary and tertiary education level. The guidelines should include possible selection criteria that can be used to decide which four countries to include in the actual implementation.

- Review existing assessments of Information - and Communication Infrastructure in Caribbean countries (reports will be provided by the Bank).
- Assessment of programs should include: a) structure and content of existing programs; b) implementation mechanism; c) available human resources, d) available technological infrastructure in schools/universities and program visited (if outside school setting); and e) cost of existing program (cost/per student); f) estimated budget for increasing number of schools to participate.
- Selection criteria could include: a) existence, scope, and scale of existing STEAM programs; b) readiness of the education system to implement the initiative; and c) availability of national partner organization for implementation.
- Develop an instrument that can be used for conducting focus groups/ meetings with representatives of the business sector to assess their actual and potential involvement with the project.
  - The meetings with the private sector will be used to assess the demands for current and future digital skills to inform the education system of needed changes.
- Supervise the pilot test of the instruments for the STEAM assessment and the private sector survey in one country and modify them according to the results of the field test (pilot).
- Supervise and coordinate the individual consultants carrying out the assessment and private sector meetings in the 7 countries listed above through regular skype/phone calls; email exchanges and other means of communication.
- Consolidate the results of the 7 country assessments into one summary report following the guidelines/ organizing principles outlined in the tools/guidelines.

**Deliverables/Payments timeline:**

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	<b>First draft of guidelines and tools to be used to conduct the assessment of existing STEAM program in secondary and tertiary education and questionnaire/ tools to guide focus groups with private sector representatives.</b>	<b>2 weeks after signature of contract</b>	<b>25%</b>

<b>#2</b>	<b>Supervise pilot in one country and revise instruments accordingly .</b>	<b>5 weeks after signature of contract</b>	<b>20%</b>
<b>#3</b>	<b>Final instruments for asesssment and private sector focus groups.</b>	<b>5 weeks after signature of contract</b>	<b>20%</b>
<b>#4</b>	<b>Final report summarizing findings of 7 assessments and private sector focus groups including presentation to the Bank team.</b>	<b>10 weeks after signature of contract</b>	<b>35%</b>

#### Skills requirements:

- **Education:** Mater´ s degree or equivalent, PhD preferred, in Mathematics and/or Engineering; computer science/studies.
- **Experience:** A minimum of ten (10) years of relevant professional experience, or the equivalent combination of education and experience
- **Languages:** Fluent in English.
- **Core and Technical Competencies:** Strong analytical skills; project design and management; strong interpersonal and communication skills; coding/ STEAM expertise.

#### Opportunity Summary:

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 13 days over a period of 3 months.

Starting date: TBD

Location: United States

Responsible person: Rieble-Ausburg, Sabine , Lead Education Specialist, SCL/EDU and

Rieble-Ausburg, Sabine, Lead Education Specialist, SCL/EDU

Travel Requirement: No, travel will not be required.

Requirements: You must be a citizen of one of the IDB's 48 member countries and have no family members currently working at the IDB Group.

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**Job Title: Development of Regional Strategic Framework for Implementation.  
Education consultant in the Education Division (RG-2378)  
(RG-T3278 Code Caribbean, Component 2)**

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employment in higher value-added and digitized activities. However, the Caribbean regional lags behind in Science, Technology, Engineering, Arts and Mathematics (STEAM) where student enrolment is low creating a mismatch between the needs of the private sector for innovation and the knowledge and skills developed in the education system.

To strengthen the teaching of STEAM in both secondary and tertiary education in the Caribbean, the Bank together with the Ministries of Education and the MIT/MEDIA LAB (Code Next program) developed a regional project with the following three objectives: (a) to expand technological skills, such as coding, that are key to innovation and diversification in secondary schools to enhance the employability and/or readiness for continued education of youth aged 13-15 years old. To this end, the proposed operation will train a pool of coaches from tertiary education in two countries (to be selected) who in turn will teach secondary school students in the STEAM topics, exposing them early on to technology coupled with life-skills and entrepreneurial skills to foster the development of the whole child/youth; (b) to create closer relationships between the Ministries of Education and the private sector to ensure that chosen areas are driven by and well aligned with job opportunities in the participating countries; and (c) to demonstrate an effective approach in secondary education to address the needs of disadvantaged youth in the CARICOM countries which could eventually be integrated into the education system of the participating countries. The program also incorporates a mentorship program for both girls and boys to ensure that there is a gender balance, especially, considering that young men underperform in the Caribbean and are more likely to drop out and/or not participate in the Caribbean Examinations Council (CXC) exams resulting in limited job opportunities.

**The objective of this consultancy** is to develop the framework for implementing the STEAM/ CODE NEXT program in the Caribbean region considering country specific aspects that were identified in the national assessment reports (under component 1).

The strategic framework will include all the tools required to successfully implement the CODE Next program in 4 countries to be selected and including: (i) recommendations on which four (4) countries to include in Phase I for the implementation of the Code Next program based on the results of the country assessments<sup>1</sup>; (ii) development of the Train the trainers program where University students would be trained to educate high school students; (iii) integration of entrepreneurship modules into the Code Next program allowing youth to develop an entrepreneurial mindset; (iv) creation of a mentorship model for the youth targeting both boys and girls; (v) preparation of activities for parents to help them appreciate

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<sup>1</sup> Criteria for readiness could include: (i) existing STEAM activities in education system; (ii) presence of a national implementation agency/partner; (iii) willingness of private sector / business to play an active role in the implementation of the CODE Next program and to participate in discussions with Ministries of Education of how to foster STEM in the education sector.

careers in technology; and (vi) proposal of a mechanism to ensure close collaboration with the private sector and Ministries of Education and guidelines for making it operational.

The selected candidate will:

- Review, analyze, and consolidate the seven national assessment reports into a synopsis.
- Develop the input for the various modules listed above (such as teacher training program, mentorship program, entrepreneurship modules, content of the two-year Code Caribbean program).
- Develop an implementation plan and budget for the program to be implemented in 2 countries including indicators to measure progress.
- Develop selection criteria for the selection of the two countries where the program will be piloted and formulate recommendations which countries should be included.
- Develop implementation plans for the 2 countries selected.

Deliverables/Payments timeline:

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	<b>Report summarizing national assessment reports.</b>	<b>2 weeks after signature of contract</b>	<b>20%</b>
<b>#2</b>	<b>Strategic Framework document that will be used to implement the Code Nexts program in 4 countries including: (i) recommendations on which four (4) countries to include for the implementation of the Code Next program based on the results of the gap assessment; (ii) development of the Train the trainers program where University students would be trained to educate high school students; (iii) integration of entrepreneurship modules into the Code Next program allowing youth to develop an entrepreneurial mindset; (iv) creation of a mentorship model for the youth targeting both boys and girls; (v) preparation of activities for parents to help them appreciate careers in technology; and (vi) proposal of a mechanism to ensure close collaboration with the private sector and Ministries of Education and guidelines for making it operational.</b>	<b>4 weeks after signature of contract</b>	<b>30%</b>

#3	<b>Final report of Strategic Framework and presentation to the Bank .</b>	<b>6 weeks after signature of contract</b>	<b>20%</b>
#4	<b>Two implementation reports for the two countries selected taking into account country specific characteristics.</b>	<b>8 weeks after signature of contract</b>	<b>30%</b>

**Skills you'll need:** Highlight skills over experience.

- **Education:** Master's degree or equivalent, PhD preferred, in Mathematics and/or Engineering; computer science/studies.
- **Experience:** A minimum of ten (10) years of relevant professional experience, or the equivalent combination of education and experience
- **Languages:** Fluent in English.
- **Core and Technical Competencies:** Strong analytical skills; project design and management; strong interpersonal and communication skills; coding/ STEAM expertise.

**Opportunity Summary:**

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 35 days over a period of 3 months.

Starting date: TBD

Location: United States

Responsible person: Rieble-Ausburg, Sabine , Lead Education Specialist, SCL/EDU and

Rieble-Ausburg, Sabine, Lead Education Specialist, SCL/EDU

Travel Requirement: No, travel will not be required.

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**Job Title: Ministry of Education: Project Coordinator for Code Caribbean**  
**Education consultant in the Education Division**  
**(RG-T3278 – Code Caribbean)**  
**TEMPLATE will be adjusted once Ministry of Education has been identified**

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#### Objective of the Consultancy

The Ministries of Education (MOE) in the two selected countries will be responsible for the implementation of the programme. The MOEs will be requested to identify a project coordinator from existing staff to manage the following administrative aspects

of the programme.<sup>2</sup> The MOE will be responsible for: (i) acquiring required resources and materials to successfully implement the CODE Caribbean program; (ii) selecting the participating secondary schools aligned with the evaluation design; and (iii) . contracting a university and/or consulting firm to support the implementation of the technical aspects of the Code Caribbean program that were developed under component 2.

The selected candidate project coordinator will be responsible for:

- the administration of activities related to the component including: (i) the selection, contracting and supervision of consultancies, as well as acceptance of the quality of products delivered; (ii) maintenance of a proper records system; (iii) preparation and submission of disbursement requests to the IDB, including the relevant supporting documents; and (iv) preparation of semestral progress reports. First responsibility. The PC will be responsible for the preparation of technical specifications and support for the selection of consulting firms, review of products prepared by consulting firms and individuals, budget administration, logistics, local technical support and coordination among key stakeholders.
- a) Preparing and updating of the overall implementation schedule of the activities, in coordination with any consultants or contractors hired for the execution of the Program;
- b) Preparing, reviewing and submit to the MOE and the Bank, relevant Terms of References for the selection process of consultancies, services and procured goods of the Program;
- c) Supervising Program disbursement drawdowns and budget execution;
- d) Preparing and or supervising all Program related reports as required by the IDB, including the Semi-annual reports of Program progress relative to the Performance Indicators referenced in the approved Results Matrix and M & E frameworks, the Annual Operation Plans (AOP), the quarterly In-house Financial statements and the Annual Audited Financial Statements;
- e) Sharing lessons learned with IDB and other relevant stakeholders.

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<sup>2</sup> If required, TC resources will be used to contract a project coordinator for the MOE for countries supported by the Japan Fund.



- f) Prepare and lead meetings between agencies related to the programme.
- g) Ensure adequacy and effectiveness of systems, procedures and internal controls to ensure capture and maintenance of all records digitally and in hard copy.
- h) Track overall work progress of consultants as clearly defined by objectives.
- i) Support the MOE in preparing all required documentation related to the programme (including finalization of the Operations Manual; semi-annual progress reports including information on monitoring indicators of the programme, environmental/ social reports as prepared by the consultant and as required per Operations Manual; disbursement requests);

**Skills you'll need:**

- at least 5 years of project management
- strong interpersonal and communication skills
- digital skills

**Job Title: Technical Assistance to support Ministry of Education in the implementation of the Code Caribbean Program**

**(RG-T3278 – Code Caribbean, Component 3)**

**DRAFT (Template from Ministry of Education will be used for final version).**

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**The team:** The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low income students.

We support Latin American and Caribbean countries to ensure that:

- 1) High expectations guide education services;
- 2) Students entering the system are ready to learn;
- 3) All students have access to effective teachers;
- 4) All schools have adequate resources and are able to use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

Preparing the Caribbean Region for the 4<sup>th</sup> industrial revolution. Macroeconomic conditions are testing Latin America's and the Caribbean's (LAC) recent socio-economic progress. Despite current growth, the medium-term international context remains uncertain: the sustainability of the world economic recovery is unclear as are the challenges to traditional trade posed by the Fourth Industrial Revolution (4IR). New digital technologies including robotics, artificial intelligence, blockchain, the internet of things and biotechnology can boost economic growth, create employment and generate net productivity increases. through increased production, exports and

employment in higher value-added and digitized activities. However, the Caribbean regional lags behind in Science, Technology, Engineering, Arts and Mathematics (STEAM) where student enrolment is low creating a mismatch between the needs of the private sector for innovation and the knowledge and skills developed in the education system.

To strengthen the teaching of STEAM in both secondary and tertiary education in the Caribbean, the Bank together with the Ministries of Education and the MIT/MEDIA LAB (Code Next program) developed a regional project with the following three objectives: (a) to expand technological skills, such as coding, that are key to innovation and diversification in secondary schools to enhance the employability and/or readiness for continued education of youth aged 13-15 years old. To this end, the proposed operation will train a pool of coaches from tertiary education in two countries (to be selected) who in turn will teach secondary school students in the STEAM topics, exposing them early on to technology coupled with life-skills and entrepreneurial skills to foster the development of the whole child/youth; (b) to create closer relationships between the Ministries of Education and the private sector to ensure that chosen areas are driven by and well aligned with job opportunities in the participating countries; and (c) to demonstrate an effective approach in secondary education to address the needs of disadvantaged youth in the CARICOM countries which could eventually be integrated into the education system of the participating countries. The program also incorporates a mentorship program for both girls and boys to ensure that there is a gender balance, especially, considering that young men underperform in the Caribbean and are more likely to drop out and/or not participate in the Caribbean Examinations Council (CXC) exams resulting in limited job opportunities.

The objective of this consultancy is to support the Ministry of Education in country xxx in the implementation of the CODE Caribbean Program according to the strategic framework developed under component 2. The program is a two-year program implemented over a 3 year period.

The CODE NEXT (MIT/Media Lab) coordinator will provide quality assurance to ensure that the program is implemented as intended through annual missions. The consulting firm/ university (thereafter called technical assistance (TA)) will report to the Ministry of Education on progress made and financial matters through a semi-annual progress reports.

The consulting firm/ university will:

- Review the strategic framework for implementation and prepare an initial workplan for year 1 and one overall project implementation plan (covering the entire 3 -year period). (for some implementation aspects, see annex I).
  - Train the trainers. Using the training materials provided for the Code Caribbean program, the TA will organize annually organize and conduct together with the Code Next coordinator a two-day workshop for 9 trainers (who work 10 months/per year). The TA will be responsible to prepare and conduct the training workshops and subsequently prepare a completion report.
  - The TA will supervise the trainers and ensure that they will deliver the program in the selected secondary schools as required.
- Contract Management of Trainers.

- Be responsible for the contract management of the trainers (10 months contracts) including all payments and performance evaluations (annual) that will be conducted at the end of each term.
  - Report issues/challenges experienced during implementation (as needed) to the Ministry of Education to ensure that implementation will progress at a good pace; and will participate in virtual conferences, conference calls, administrative and supervision missions, and email exchanges are required by the regional coordinator and the bank.
- Evaluation and Monitoring
  - The TA will collaborate with the team responsible for the evaluation of the program and facilitate data collection/ administration of any surveys/focus groups as required for the impact evaluation.
  - The TA will collect baseline data, mid-term data, and final data (according to the evaluation plan that will be established as part of the evaluation consultancy).
  - The TA will then be responsible for data entry, data-clean up and preparation of a codebook. The data set will be shared with the evaluation and the Bank.
- Mentorship and Entrepreneurship program
  - The TA will implement, following the strategic framework developed, the mentorship and entrepreneurship program in the selected schools.
  - Once available, the strategic framework will provide the target numbers for the programs.
- Organization of parent workshops
  - Together with Code Next, the TA will implement the parent workshops (as defined in the Strategic framework).
- Development of a national implementation and scaling up plan.
  - Year 3: The TA will develop – in collaboration with the Ministry of Education and the private sector– a national implementation plan of how the program can be scaled up to national level. To this end, the TA, together with the MOE, will conduct a number of stakeholder consultations (including business leaders, Universities/higher education institutions, and parents & students)
  - The plan will speak to the following aspects: institutional assessment of the Ministry of Education, available infrastructure of ICT in schools, an estimated budget for national implementation, training for trainers plan, program sustainability discussion, stakeholder engagement (business/parents), and any other recommendations required for a successful national program.

**Deliverables/Payments timeline:**

	Deliverable Description	Est. Date of Delivery	% of Payment
#1	Delivery of workplan for the 3-year period.	6 weeks after signature of contract.	10%
#2	Project launch workshop for pilot initiative in one school (3 classes/3 trainers) (in		20%

	collaboraiton with Code Next).		
#3	Report on Pilot initiative after 1 year (target min. 90 students/ per year) including STEAM, entrepreneurship and life skills, and mentorship program and parent workshops.	14 months after signature of contract	20%
#4	Report on Scaling up to 3 schools (year 2) (target min. 270 <sup>3</sup> students per year) including STEAM, entrepreneurship and life skills, and mentorship program and parent workshops.	28 months after signature of contract.	20%
#5	Report on Implementation in 3 schools during year 3. (target min. 270 students/ per year; overall program at least 630 students or 1260 spaces created ) including STEAM, entrepreneurship and life skills, and mentorship program and parent workshops.		10%
#6	Final National Plan for scaling up	34 months after signature of contract.	10%
#7	Final report on overall initiative	36 months after signature of contract.	10%

#### Skills you'll need:

- Education: Master´s Degree or Equivalent in Computer Science.
- Experience: A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience
- Languages: (in the case of Suriname, DUTCH will be important). Fluent in English preferably knowledge in English

#### Core and Technical Competencies:

- Project management experience
- Coding experience
- Strong interpersonal and communication skills
- Problem solving skills
- Strong leadership skills

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<sup>3</sup> Considering that this is a two-year program, the students each year should be the same.

- Experience with data collection/ creation of datasets

**Opportunity Summary:**

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 36 months over a period of 3 years

Starting date: TBD

Location: TBD

No travelling required

Requirements: You must be a citizen of one of the IDB's 48 member countries and have no family members currently working at the IDB Group.

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**Payment and Conditions:** Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

**Visa and Work Permit:** The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded

**Diversity:** The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, and religion. We encourage women, Afro-descendants and persons of indigenous origins to apply.

**Annex I (more details will be in the strategic implementation framework)**

- **Program Implementation:**
  - It is anticipated that in year 1, the program will be piloted in 1 school targeting form 3,4,5 students (10 students per class). In year 2, the program will be rolled out to 3 schools targeting 10 students per class of Form 3,4,5; and in year 3, the program will continue to be implemented in 3 schools.

- Each country will provide at least 1,260 spaces for the program (see detailed implementation schedule) or benefitting 630 students.
- Each school will have 3 trainers (one per grade).
- For the year 1 pilot (one school), the IA will be responsible to “customize” the program to the particular school contexts and write a report on lessons learnt and the way forward for inclusion of 2 additional schools.
- Organize together with Ministry of Education a project launch workshop with key stakeholders.
- The program will have a mentorship module, entrepreneurship module, and teach life skills (communication, teamwork, problem solving, critical thinking) to participants.
- Identify mentors for the program. Document the mentorship program (# of mentors, # of participants).
- The program will organize events for parents to familiarize them with the STEAM subjects and CODE Caribbean.

**Job Title: Quality Assurance by Code Next pilot program in country x Education consultant in the Education Division  
(RG-T3278 – Code Caribbean; components 3 and 4)**

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employment in higher value-added and digitized activities. However, the Caribbean regional lags behind in Science, Technology, Engineering, Arts and Mathematics (STEAM) where student enrolment is low creating a mismatch between the needs of the private sector for innovation and the knowledge and skills developed in the education system.

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The objective of this consultancy is to provide quality assurance for the piloting of the Code Caribbean program in two countries. In particular, the consultant will support the Ministries of Education responsible in the implementation of the Code Caribbean program in the two selected countries and monitor overall implementation to ensure that it follows the principles defined in the strategic framework developed under component 2.

The selected candidate will complete the following:

General responsibilities:

- Organize and carry out regular supervision missions to monitor the implementation of the program in each participating country. At the end of each mission, prepare a detailed mission report showing the progress made, any bottlenecks and issues to be addressed, and recommendations.
- Trouble shoot and provide solutions to implementation agency in the identified areas.

- Develop a template for monitoring the progress made (using the indicators of the results framework).
- Review the annual implementation plans prepared by the Ministry of Education (MOE) and provide comments/ recommendations.
- Review the progress reports submitted by the Ministries of Education responsible for implementing the program and provide recommendations.
- Review and comment on the plan developed by the Ministry of Education for scaling up the initiative (year 3).
- Participate in the regional workshop organized at the end of the program.
- Advise implementing agency on parent workshops, mentoring program and if required participate in these activities.
- Prepare, organize and conduct the annual training workshops for trainees in the participating countries. Participate in the workshops and write a report with recommendations.
- Review and take inventory of materials purchased for the program and discuss with the MOE equipment/ material needs.
- Review the various evaluation reports and comment on findings and recommendations.
- Participate in conference calls, meetings organized by the Bank with the implementing agency to address any issues re to implementation.

#### Responsibilities in Year 1:

- Prepare, organize and conduct the training workshops of the trainers (at the beginning of the program).
- Prepare, organize, and conduct during year 1 the parent workshops.
- maintain regular contact with the MOEs and the participating schools; address any bottlenecks experienced.
- Review the entrepreneurship, lifeskills and mentorship modules.
- Adjust the strategic implementation framework as required based on the results of the pilot initiative in year 1.

#### • Deliverables/Payments timeline per year:

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	<b>Initial workplan for year 1 including template for monitoring progress (using results matrix).</b>	<b>2 weeks after signature of contract</b>	<b>20%</b>
<b>#2</b>	<b>First mission report 1<sup>st</sup> semester of calendar year (Preparation and conduct of training workshops for teachers and parent workshops (year 1)</b>	<b>7 months after signature of contract</b>	<b>30%</b>
<b>#3</b>	<b>2<sup>nd</sup> mission report (2<sup>nd</sup> semester of calendar year)</b>	<b>12 months after signature of contract</b>	<b>30%</b>

#4	End of Year report summarizing activities, results, issues encountered in previous calendar year.	12 months after signature of contract	20%
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Skills you'll need: Highlight skills over experience.

- **Education:** Master's degree or equivalent, PhD preferred, in Mathematics and/or Engineering; computer science/studies.
- **Experience:** A minimum of ten (10) years of relevant professional experience, or the equivalent combination of education and experience
- **Languages:** Fluent in English.
- **Core and Technical Competencies:** Strong analytical skills; project design and management; strong interpersonal and communication skills; coding/ STEAM expertise.

#### Opportunity Summary:

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 36 months over 3 year period (part-time) . **First contract will cover 12 months (based on performance review – subject to renewal).**

Starting date: TBD

Location: United States and participating countries.

Responsible person: Rieble-Ausburg, Sabine , Lead Education Specialist, SCL/EDU and

Rieble-Ausburg, Sabine, Lead Education Specialist, SCL/EDU

Travel Requirement: Yes, travel will be required. See details below

#	Origin (City, Country)	Destination (City, Country)	# of Days
1	TBD	TBD	24
2	TBD		24

Total of 86 days of travel including national launch workshops, regional workshop, annual workshops for trainers (3 years), regular supervision visits (at least 2 a year/ country).

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**Job Title: Evaluation of Code Caribbean Program Education consultant in the Education Division  
(RG-T3278 – Code Caribbean; component 4)**

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**The team:** The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low income students.

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regional lags behind in Science, Technology, Engineering, Arts and Mathematics (STEAM) where student enrolment is low creating a mismatch between the needs of the private sector for innovation and the knowledge and skills developed in the education system.

To strengthen the teaching of STEAM in both secondary and tertiary education in the Caribbean, the Bank together with the Ministries of Education and the MIT/MEDIA LAB (Code Next program) developed a regional project with the following three objectives: (a) to expand technological skills, such as coding, that are key to innovation and diversification in secondary schools to enhance the employability and/or readiness for continued education of youth aged 13-15 years old. To this end, the proposed operation will train a pool of coaches from tertiary education in two countries (to be selected) who in turn will teach secondary school students in the STEAM topics, exposing them early on to technology coupled with life-skills and entrepreneurial skills to foster the development of the whole child/youth; (b) to create closer relationships between the Ministries of Education and the private sector to ensure that chosen areas are driven by and well aligned with job opportunities in the participating countries; and (c) to demonstrate an effective approach in secondary education to address the needs of disadvantaged youth in the CARICOM countries which could eventually be integrated into the education system of the participating countries. The program also incorporates a mentorship program for both girls and boys to ensure that there is a gender balance, especially, considering that young men underperform in the Caribbean and are more likely to drop out and/or not participate in the Caribbean Examinations Council (CXC) exams resulting in limited job opportunities.

The objective of this consultancy to design and implement the evaluation of the Code Caribbean program as well as monitoring its progress of implementation. The program has the following elements: a) the coding/ STEAM program; b) mentorship program, c) parent activities, and d) establishment of a mechanism for the Ministry of Education to systematically engage with the private sector on education matters. Evaluation of the Code Caribbean project would encompass three (3) years of implementation.

- In year 1, the project will pilot the curriculum with newly trained mentors in two countries (potentially occurring from September 2019 to May 2020). Results of the pilot evaluation will inform the scaling up to at least two additional schools in year 2.
- In year 2, the project will begin a two-year quasi-experimental effectiveness trial in the two countries (potentially occurring from September 2020 to May 2022).

- The overall objective is to provide in each country 1,260 spaces for the program over a three-year period benefitting 630 students (as it is a two-year program) (see detailed implementation schedule).

The Code Caribbean program is considered an informal education program conducted with participants outside of the normal school day/curriculum, what is sometimes referred to as an “after-school” program. Because the program involves a substantial mentoring component the program can be considered a Positive Youth Development (PYD) program. PYD programs support the development of talents, strengths, and potential of individuals rather than attempting to intervene based on problems related to anti-social behavior, academic failure, conduct problems, substance abuse, sexual behavior, or other problems by integrating youth in activities where they have youth-adult relationships (e.g. mentors), community involvement, and life-skill development. In addition, the program aims to inspire youth to become the new generation of computer scientists, innovators, and inventors in the Caribbean region. It will also work with parents to increase their understanding of the ICT/Coding related employment opportunities.

**What you’ll do:** The selected candidate will:

- **First responsibility:**
  - Develop a workplan for the evaluation including the pilot phase in Year 1 and the subsequent evaluations in year 2 and year 3. The Code Caribbean project can be considered a positive youth development program (PYD).
  - Develop a time plan to collect baseline data, mid-term and end data for participants and control groups.
  - Develop a plan to monitor and measure the indicators included in the Results Matrix of the project over time.
  - Develop TORs for field agents in each country and plan resources required to carry out data collection in each country (in collaboration with implementation agency).
- **Second Responsibility:**
  - Design the evaluation methodology for the pilot phase (including calendar and resources required):
    - The purpose of the Pilot Study conducted during year 1 of the project is to formatively support implementation of Code Caribbean during this period to inform the scaling up to additional schools. The pilot study is not intended to detect statistically significant outcomes since the number of participants is less than that required during year 2 and 3.
    - Conduct stakeholder consultations as required.

- Write a report on the results of pilot phase and recommendations for scaling up the initiative to additional schools.
- **Third Responsibility:**
  - Design the evaluation (including sample, choice of instruments and tests) for the scaled up implementation in year 2 and 3 to address the following questions:
    - Does the training provided under the Code Caribbean Program (coding, life skills, mentorship):
    - improve the employability, the self-image/self-respect, the math and science knowledge, and actual coding abilities of participants by using an instrument such as the Five C's of Positive Youth development (Competence, Confidence, Character, Caring and Connection).
    - Identify a suitable instrument (or develop one) that will assess the coding abilities of the participants (example, see International Association for the Evaluation of Educational Achievement (IEA ) International Computer and Information Literacy Study. <https://www.iea.nl/icils>);
    - Enable parents to better understand career options in the ICT / technology field (outside of traditional University studies)?
    - Establish a successful mechanism of collaboration with the private sector to better anticipate skills gaps and requirements so allow education systems to better respond to changing skill needs?
    - Motivate boys to either complete secondary education and/or find employment in technology sector?
    - To what extent do boys/girls perform differently?
    - What has to be done to make the program more attractive to the group that has not participated as much?
- **Fourth responsibility**
  - Collaborate with the implementation agency in each country to ensure that the data collection processes are well organized, timed, and completed.
- **Fifth responsibility**
  - Provide reports outlining the methodology, data constraints, results, and recommendations for each phase of the evaluation accompanied by presentations to the respective Ministry of Education and other key stakeholders.
  - Present the datafiles (with codebook) and any technical notes to explain the content of the files.



- Presentation of the final evaluation results during a regional workshop at the end of the program.

**Deliverables/Payments timeline:**

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	<b>Workplan</b>	<b>2 weeks after signature of contract</b>	<b>10 %</b>
<b>#2</b>	<b>Report on Pilot initiative</b>	<b>12 months after signature of contract</b>	<b>10%</b>
<b>#3</b>	<b>Proposal for year 2 and 3 evaluation</b>	<b>14 months after signature of contract</b>	<b>10%</b>
<b>#4</b>	<b>Baseline data for all four countries</b>	<b>18 months after signature of contract</b>	<b>20%</b>
<b>#5</b>	<b>Mid-term report on all four countries with presentations to all four Ministries of Education</b>	<b>26 months after signature of contract</b>	<b>20%</b>
<b>#6</b>	<b>Draft Final report on year 3 evaluations (all participating countries)</b>	<b>37 months after signature of contract</b>	<b>20%</b>
<b>#7</b>	<b>Final Report to be presented at regional workshop</b>	<b>39 months after signature of contract</b>	<b>10%</b>

**Skills you'll need:**

- Education: Master's degree or equivalent, PhD preferred, in Education, Psychology or other Social Science field.
- Strong statistical/ econometric skills; strong communication and writing skills; knowledge of evaluation and monitoring methodologies.
- Knowledge of education systems in the Caribbean.
- Experience: A minimum of ten (10) years of relevant professional experience, or the equivalent combination of education and experience
- Languages: Fluent in English preferably knowledge in English

**Core and Technical Competencies:**

**Opportunity Summary:**

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 155 days over a period of 40 months (TORS will be modified to reflect the contribution from the two funding sources) including 44 days of per diem and 8 airplane tickets to the selected countries TBD

Starting date: TBD

Location: TBD

Responsible person: Rieble-Ausburg, Sabine Lead Education Specialist. SCL/EDU and Krista Lucenti, Senior Trade Specialist. CTT/INT.

Travel Requirement: Yes, travel will be required. See details below

#	Origin (City, Country)	Destination (City, Country)	# of Days
1	Home of evaluator	To country TBD	
2	Home of evaluator	To country TBD	
3	Home of evaluator	To country TBD	
4	Home of evaluator	To country TBD	

Requirements: You must be a citizen of one of the IDB's 48 member countries and have no family members currently working at the IDB Group.

**Our culture:** Working with us you will be surrounded by a diverse group of people who have years of experience in all types of development fields, including transportation, health, gender and diversity, communications and much more.

**About us:** At the Inter-American Development Bank, we're devoted to improving lives. Since 1959, we've been a leading source of long-term financing for economic, social, and institutional development in Latin America and the Caribbean. We do more than lending though. We partner with our 48 member countries to provide Latin America and the Caribbean with cutting-edge research about relevant development issues, policy advice to inform their decisions, and technical assistance to improve on the planning and execution of projects. For this, we need people who not only have the right skills, but also are passionate about improving lives.

**Payment and Conditions:** Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

**Visa and Work Permit:** The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of

the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded

**Diversity:** The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, and religion. We encourage women, Afro-descendants and persons of indigenous origins to apply.