

## HRD Terms of Reference

### **Job Title: Audit of the school's physical and digital infrastructure at the primary level**

Education consultant in the Country Office of Barbados

**BA – T1067**

**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.

The objective of the technical cooperation BA-T1067 is to support the Ministry of Education of Barbados in its transformation efforts towards a more digital, resilient, inclusive, and quality education system. This general objective will be pursued through the following specific objectives: (i) strengthening primary schools' digital infrastructure, resiliency, and technology preparedness for climate change; and (ii) strengthening pedagogical quality in primary, secondary and tertiary education.

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The main objective of this consultancy is to conduct comprehensive facility condition audits of the **primary schools** and their relevant grounds:

The audits should: (i) assess the **physical** and **digital** condition of each school's buildings and systems and measure the functionality factors that make the buildings and grounds of the school plants adequate and appropriate for their intended functions; (ii) Determine needs for maintenance, renewal, or replacement of structure and infrastructure subsystems; (iii) develop an action plan towards the creation of SMART and resilient schools in Barbados by upgrading existing technology, including e-learning and e-books, and support the implementation of the computer science curriculum.

More specifically, the facilities audit of each school should:

- i. Provide a comprehensive inspection of all facilities identifying physical and digital functional deficiencies;
- ii. Identify areas of intervention at the school level for developing a technology package that can be provided to all schools.
- iii. Compile all the information collected in the audit and include in the Education Management Information System (EMIS).
- iv. Assist the Ministry in defining and redefining regular and structured maintenance requirements.
- v. Identify conditions that may either be damaging to property or may not meet requirements of the Ministry of Education or any other related safety standards for educational institutions.
- vi. Identify the vulnerability of the institution towards climate change and in response to natural disasters and define applicable adaptation and/or mitigation measures;
- vii. Identify and standardise energy and water conservation measures;
- viii. Identify and assess whether the institution meets accessibility requirements for people with disabilities; and
- ix. Assist the Ministry in developing cost estimates and schedules to correct deficiencies or replace building and infrastructural subsystems.

**What you'll do:** The selected candidate will...

- Review all existing architectural and engineering designs and related documentation.
- Review all existing technological designs or plans to expand digital infrastructure or connectivity in the schools, and related documentation.
- Review facility maintenance practices and processes which support the maintenance of all facilities and verify that required records are being maintained.

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- Meet with key stakeholders to schedule milestones for the project, schedule site visits to the primary school plant, and ensure that key personnel are aware and informed about the audit process and its objectives.
- Conduct site visits prior to the audit process to determine the scope of the audit exercise.
- In collaboration with key stakeholders, develop inspection and functionality assessment forms based on the level of information to be obtained. Functionality criteria to be evaluated should include functional adequacy, accessibility, room finishes, acoustics and sound control, climate control, lighting electrical service, energy and water conservation measures, climate resilience, instructional support, and storage spaces.
- Physically inspect, document and grade the condition of the facility. A facility shall include all buildings, building components, systems, system components, and exterior site components. For the purposes of this exercise, the abovementioned areas shall be defined as follows:
  - Buildings: - all essential structures, permanent and semi-permanent found on the school's site.
  - Building components: - the entire structure and any extension attached to said structure. Building components include but are not limited to the exterior of the building (roof systems, gutters, windows, doors, foundations, and structural members) and the interior of the building (ceilings, walls, floors, doors and structural members and appearance items).
  - Digital infrastructure: - the inventory of network devices, servers, software, and student and faculty computers. Document the internet providers of each school.
  - Systems: - items that provide utilities and services to the building and its occupants. Systems include but are not limited to mechanical, electrical, connectivity, plumbing, air-conditioning, fire protection, and vertical transportation and specialty items.
  - System Components: - items which make up a system. System components include but are not limited to generators and electrical distribution panels.
  - Exterior site components: - exterior site components may include but are not limited to walks and railings, paved areas, site lighting, landscaped areas, playgrounds, drainage systems, fencing, and outdoor facilities.
- Conduct a functional assessment of pre-selected areas using the pre-developed functional assessment form to assess how well facilities meet contemporary functionality needs for assigned programs.

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- Utilize a facility condition index or any other facility metric to identify and categorize repair and maintenance priorities and the cost of deferred maintenance on selected areas.
- Conduct “milestone” meetings with the Ministry, principals and other key stakeholders at the conclusion of specified group of site visitations and facility assessments.
- Provide qualitative recommendations and details for (i) the remediation of any defects, especially those that will affect the health, safety and environmental status of the institution and (ii) the inclusion of climate change adaptation and/or mitigation measures, as well as water and energy savings measures.
- Assist in the creation of site-self assessment tools to complete after initial facilities audit is completed.

### Deliverables/Payments timeline:

|           | <b>Deliverable Description</b>   | <b>Est. Date of Delivery</b>                | <b>% of Payment</b> |
|-----------|--|---|---------------------|
| <b>#1</b> | <b>Work plan with the audit and schools.</b>   | <b>2 week after signature of contract</b>   | <b>20%</b>          |
| <b>#2</b> | <b>Facility Condition Report of the primary schools.</b>   | <b>10 weeks after signature of contract</b> | <b>30%</b>          |
| <b>#3</b> | <b>Information collected in the audit included in the EMIS and action plan to improve/ expand the information contained in 2019 implemented EMIS</b> | <b>15 weeks after signature of contract</b> | <b>30%</b>          |
| <b>#4</b> | <b>Final report and presentation summarizing main findings and recommendations</b>   | <b>20 weeks after signature of contract</b> | <b>20%</b>          |

### Skills you'll need:

- Education: Master’s Degree or Equivalent in Civil Engineering.
- Experience: A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience
- Working Knowledge of MEP systems or architectural, structure and civil building elements; and ability to recognize, categorize, and quantify assess deficiencies.
- Languages: Fluent in English preferably knowledge in English

### Core and Technical Competencies:

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- Knowledge in conducting physical and digital audits of educational infrastructure.
- Ability to manage several tasks simultaneously. Hands-on and action-oriented approach. Good organizational skills, ability to work independently based on general instructions.
- Strong communication skills and the ability to work on teams and in an intercultural environment are a must.

### Opportunity Summary:

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

Length of contract: 10 months

Starting date: TBD

Location: Barbados

Responsible person: Rieble-Ausburg, Sabine. Lead Education Specialist. SCL/EDU and Choose an item.

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.

**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.

## HRD Terms of Reference

**Job Title: Support Consultancy: Teacher Training Strategy and Reform**  
Education consultant in the Country Office of Barbados  
**BA – T1067**

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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:

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- 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.

The objective of the technical cooperation BA-T1067 is to support the Ministry of Education of Barbados in its transformation efforts towards a more digital, resilient, inclusive, and quality education system. This general objective will be pursued through the following specific objectives: (i) strengthening primary schools' digital infrastructure, resiliency, and technology preparedness for climate change; and (ii) strengthening pedagogical quality in primary, secondary, and tertiary education.

## HRD Terms of Reference

The main objective of this consultancy is to work closely with the Ministry of Education, Technological and Vocational Train (METVT) and the national teacher training institutions in the development of a revised national strategy for teacher training. The objective of this component is strengthening pedagogical quality in primary, secondary, and tertiary education.

**What you'll do:** The selected candidate will...

In close collaboration with the METVT and the teacher training institutes, the consultant will support the team leader in conducting the following tasks, without prejudice to other tasks that are necessary to design the national teacher training strategy:

- Conduct an analysis of the institutional and organizational arrangements for teacher training in Barbados. The analysis should respond to questions such as: What is the staffing and resources of the different training providers and programs? How are curriculum standards enforced? What are the beliefs about teacher preparation promoted and implemented by the training institutions? How does the training provide align with standards put forward on digital education and 21st-century skills?
- Develop an action plan to reform teacher training and professional development, including reviewing current teaching practices, defining standards for mastering content, and focusing on differentiated teaching, 21st-century skills, project-based teaching, competencies in technology, and blended education practices.
- Assist the Ministry of Education of education in inviting involved institutions to form a teacher training working group, including the Erdiston Teachers' Training College (ETTC).
- Design a proposal for the reform the incentive system for career advancement. This proposal will include the certification that teachers will have to renew after a certain time, which will ensure pedagogical knowledge updates, and will count towards the career path
- Design a strategy for upgrading the initial teacher education (focusing particularly on the pre-service education of secondary level teachers). This strategy should include a training plan for ICT coordinators to work with teachers and students using the newest technologies.
- Design a strategy for the creation of an in-service distance education system for both primary and secondary level teachers.



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Deliverables/Payments timeline:

|           | <b>Deliverable Description</b>   | <b>Est. Date of Delivery</b>                | <b>% of Payment</b> |
|-----------|--|---|---------------------|
| <b>#1</b> | <b>A detailed work plan.</b>   | <b>2 week after signature of contract</b>   | <b>20%</b>          |
| <b>#2</b> | <b>First progress report and the first draft of the action plan to reform teacher training and professional development.</b> | <b>10 weeks after signature of contract</b> | <b>30%</b>          |
| <b>#3</b> | <b>Second progress report and the action plan defining a certification that teachers will receive after the training.</b>    | <b>15 weeks after signature of contract</b> | <b>30%</b>          |
| <b>#4</b> | <b>Final report and presentation summarizing main findings and recommendations</b>   | <b>20 weeks after signature of contract</b> | <b>20%</b>          |

Skills you'll need:

- **Education:** Master´s Degree or Equivalent in Education, Economics, Public Policy or related areas.
- **Experience:** A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience
- **Working Knowledge** of MEP systems or architectural, structure and civil building elements; and ability to recognize, categorize, and quantify assess deficiencies.
- **Languages:** Fluent in English preferably knowledge in English

Core and Technical Competencies:

- Knowledge and experience working in educational projects related with teachers or teacher training programs.
- Ability to manage several tasks simultaneously. Hands-on and action-oriented approach. Good organizational skills, ability to work independently on the basis of general instructions.
- Strong communication skills and the ability to work on teams and in an intercultural environment are a must.

**Opportunity Summary:**

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

Length of contract: 40 days over 5 months

Starting date: TBD

Location: Barbados



## HRD Terms of Reference

Responsible person: Rieble-Ausburg, Sabine. Lead Education Specialist. SCL/EDU and Choose an item.

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:** Technical assistance/researcher, Education consultant in the Country  
Office of Barbados  
**BA – T1067**

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The main objective of this consultancy is to work with the Education Division and closely with the Ministry of Education, Technological and Vocational Training (METVT) of Barbados to ensure that the METVT has the required capacity to accompany the consultancies planned. The consultant will be responsible for providing technical assistance in the METVT and the Education Division to inform the consultancies' status and ensure that reports are reviewed. The primary schools are informed about the audit.

**What you'll do:** The selected candidate will...

- The consultant will be the coordinator for all activities carried out under this TC under the team leader in the Education Division.
- The consultant will coordinate all activities related to the infrastructure audit with the IDB team and the Project Implementation Unit of the METVT responsible for school infrastructure.
- The consultant will review all reports received by the consultants and provide comments to the IDB team and METVT.
- The consultant will coordinate the visits to the schools with the consultant and the Ministry of education (METVT).
- The consultant will coordinate all visits/meetings/ documents related to the consultancy for teaching training and will be the liaison between the consultant and the METVT and teacher training institutions (mostly the Erdiston Teacher Training college).
- The consultant will write a bi-monthly report (max. 4 pages) updating the IDB and the METVT team about the progress of the two main consultancies.
- The consultant will be preparing any documents/reports /presentation required for reporting required to the Social Fund (results framework) to the METVT and the IDB team.
- The consultant will help in preparing any documentation related to the school infrastructure audit and other documents required by METVT and IDB team.
- The consultant will be available for conference calls/ meeting with the IDB team as required.
- The consultant will prepare blogs or other pieces that can be used for communication purposes by METVT and IDB related to the TC activities.
- Support the preparation of new TC documents as required and internal and external reports regarding the TC implementation and results.

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### Deliverables Payments timeline:

|           | <b>Deliverable Description</b>  | <b>Est. Date of Delivery</b>                | <b>% of Payment</b> |
|-----------|---|---|---------------------|
| <b>#1</b> | <b>A detailed work plan for conducting the coordination of this project.</b>  | <b>4 weeks after signature of contract</b>  | <b>20%</b>          |
| <b>#2</b> | <b>The first draft of the consultancy report for teaching training will be the liaison between the consultant and the METVT and teacher training institutions. This product will include a presentation to the team leader.</b> | <b>8 weeks after signature of contract</b>  | <b>20%</b>          |
| <b>#3</b> | <b>The second draft of the consultancy report for teaching training will be the liaison between the consultant and the METVT and teacher training institutions.</b>   | <b>16 weeks after signature of contract</b> | <b>20%</b>          |
| <b>#4</b> | <b>Report with all the documentation and findings from the school infrastructure audit. The database with the results will be required at this point of the contract.</b>   | <b>32 weeks after signature of contract</b> | <b>20%</b>          |
| <b>#5</b> | <b>Final report and presentation summarizing main findings and recommendations</b>  | <b>40 weeks after signature of contract</b> | <b>20%</b>          |

### What you'll need:

- **Citizenship:**
  - **NATIONAL:** You are either a citizen of Barbados. or a citizen of one of our 48-member countries with residency or legal permit to work in Barbados.
- **Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.
- **Education:** Bachelor´s Degree or Equivalent in Education, Economics, Public Policy or related social sciences.
- **Experience:** A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience
- **Languages:** Fluent in English preferably knowledge in Spanish

### Core and Technical Competencies:

## HRD Terms of Reference

- Ability to manage several tasks simultaneously. Hands-on and action-oriented approach. Good organizational skills, ability to work independently on the basis of general instructions.
- Strong communication skills and the ability to work on teams and in an intercultural environment are a must.

### Opportunity Summary:

- **Type of contract:** Product and External Services (PEC), Lump Sum
- **Length of contract:** 12 month(s)
- **Starting date:** February 2021
- **Location:** External
- **Responsible person:** Sabine Rieble-Ausburg, *Education Lead Specialist*. SCL/EDU.
- **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.
- **Travel Requirement:** No, travel will not be required.

**Our culture:** Our people are committed and passionate about improving lives in Latin-America and the Caribbean, and they get to do what they love in a diverse, collaborative and stimulating work environment. **We are the first Latin American and Caribbean development institution to be awarded the EDGE certification, recognizing our strong commitment to gender equality.** As an employee you can be part of internal resource groups that connect our diverse community around common interests.

**We encourage women, afro-descendants, people of indigenous origins, and persons with disabilities to apply.**

**About us:** At the IDB, we're committed 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.

**Our team in Human Resources carefully reviews all applications.**