

## TC Document

### I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	Teacher Training in Distance and Hybrid Learning
▪ TC Number:	RG-T3779
▪ Team Leader/Members:	Naslund-Hadley, Emma Ingrid (SCL/EDU) Team Leader; Hincapie Ordonez, Diana Patricia (SCL/EDU) Alternate Team Leader; Arias Ortiz, Elena (SCL/SCL); Blasco, Ivana (SCL/EDU); Bonnefoy, Juan Cristobal (KIC/KLD); Greco, Maria Sofia (LEG/SGO); Hobbs, Cynthia Marie (SCL/EDU); Hokonohara, Kenji (SCL/EDU); Porto, Stella Cavalcanti Da Silva (KIC/KLD); Rieble-Aubourg, Sabine (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	24 Aug 2020.
▪ Beneficiary:	Regional
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC Strategic Development Program for Social Development(SOC)
▪ IDB Funding Requested:	US\$150,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	24 months
▪ Required start date:	
▪ Types of consultants:	Individual consultants; and Consulting firm
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL-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; Gender equality; Diversity

### II. Objectives and Justification

- 2.1 In response to the COVID-19 pandemic, a worldwide experiment in remote learning is unfolding. In many education systems, the rush to build distance learning models relied on the distribution of old-fashioned paper packages of student content. Other systems disseminated radio and TV lessons through public channels and private networks. Education systems with enough devices and internet access among its teacher and student populations opted for different types of online learning applications and platforms.
- 2.2 In LAC, several months into this quickly launched remote learning experiment, a few important patterns emerge. In addition to lack of digital platforms, devices, and internet, one of the most concerning patterns relates to the quality of the remote learning experiences (Arias Ortiz et al, 2020). The pandemic-related changes in learning models risk reversing the region's incipient, but hard-won progress towards pedagogical approaches centered around project group work,

- collaboration, exploration, and critical thinking. The remote lessons used during school closures – whether by paper packages, radio, TV or zoom – have largely focused on the transmission of content, often through lecture style teaching. For LAC teachers, who even in the best of times struggle with the provision of engaging, interactive learning experiences (Näslund-Hadley and Bando, 2016), the swift switch to remote learning has been a difficult cultural change.
- 2.3 This key challenge in remote teaching and learning stems from a combination of two factors: a dearth of high-quality evidence-based pedagogical models for remote or hybrid teaching that combines face-to-face instruction with remote learning; and a general absence of remote teaching skills among teachers, these are not widely used in LAC. With respect to pedagogical models for remote or hybrid teaching, curriculum content can be largely replicated from the face-to-face classroom. However, effective distance and hybrid education entail an understanding of the differences between the two modalities and the specific tools and techniques that make different learning methods to work. One-way communication in the form of lectures, and video instruction fails to engage and motivate students, and thus is not conducive to learning. Although one-way communication is prevalent also in face-to-face instruction in LAC, it has become the norm in the current distance education models during the pandemic. A model that allows students to conduct inquiry, ask questions and to receive constructive feedback is more likely to motivate and engage. The interactive teaching strategies must be supported by specifically designed materials, systems, and resources.
- 2.4 In terms of the second factor, in addition to limited general pedagogical skills, LAC teacher training institutions typically do not include remote and hybrid teaching competencies as part of their pre- and in-service professional development programs, resulting in a lack of skills in this area. Teaching remotely requires both a different skill set, and a different mindset, compared to face-to-face instruction. In face-to-face instruction, teachers communicate with students through body language in addition to verbal and written communication. Teachers' expertise to communicate in face-to-face instruction has developed over years of experience in a classroom where they can observe and interpret student reaction, detect, and quickly respond to those who struggle with a task or lack motivation. This repertoire of instructional practices does not translate readily into a comprehensive skill set for a distance teaching environment. This is why, across the region we see that the emergency distance education models launched across LAC in response to the pandemic tend to reinforce pedagogical models that verifiably are not conducive to learning. These practices include reading online documents, clicking through presentations, and passively listening.
- 2.5 **IDB's COVID-19 Education Response.** In response to the COVID-19 related closures of education systems, the IDB swiftly took stock of remote learning capacity of education systems throughout LAC, including the mapping of hardware, platforms, contents and responsibilities (Rieble-Aubourg & Viteri, 2020); the analysis of how pandemic-related school closures have affected the quality of education in the region; and how it could impact students' skills development; and systematized the available learning models for remote and hybrid education (Arias

Ortiz et al, 2020). The next step in this work is to tackle the issue of lack of distance and hybrid teaching skills. The proposed TC will address this challenge.

- 2.6 **General Objective.** COVID-19 has caused changes in education systems that will go on long after the pandemic subsides. The proposed TC will seize this opportunity for sustained change to help strengthen the teaching skills of Latin American and Caribbean (LAC) K-12 teachers. The overall objective is to promote a pedagogically driven distance and hybrid education by developing standards and best practices for building teaching skills.
- 2.7 **Specific objectives.** The specific objectives are to: (i) develop a framework of standards for the assessment of teacher professional development programs for remote and hybrid learning; and (ii) identify best practices for the teacher professional development in remote and hybrid learning.
- 2.8 **Strategic Alignment.** At an institutional level, the operation is aligned with the Bank's prioritization of learning and school attainment at the primary and secondary levels as laid out in the Strategy on Social Policy for Equity and Productivity (GN-2588-4). The operation is also aligned with the IDB Group's Second Update to the Institutional Strategy (UIS) 2020-2023 (GN-2933-5), which prioritizes social inclusion, equity and gender equality. This project additionally fosters the use of information and communication technologies (ICT), which is a priority within the Bank's Sector Framework Document for Education and Early Childhood Development (GN-2708-5). In addition, the TC is aligned with the Skills Development Sector Framework Document (GN-3012-3), which promotes hybrid learning throughout the combination of home and in person learning, the development and use of learning platforms, digital content and resources, and training teachers to support these objectives that allows a better online teaching system. This operation is also aligned to the needs for distance and hybrid education brought to the region as part of COVID-19 pandemic school closures. The TC is also aligned with the Bank's prioritization of teacher training as laid out in the Strategy on Social Policy for Equity and Productivity (GN-2588-4). The TC will also contribute to the following objectives of the Ordinary Capital Strategic Development Program For Social Development (GN-2819-1): "(i) enhance the relevance, quality, and volume of Bank lending in support of the social sector; (ii) strengthen public institutions' efforts to become more effective and efficient in social programming, group targeting, and social sector project execution." On an international level, the TC is also aligned with the Sustainable Development Goal number 4, including target 4.c in the [Incheon Declaration](#), which specifically calls for Member States to "ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems".

### III. Description of Activities and Outputs

- 3.1 **Component I: Teacher Professional Development Standards for Remote and Hybrid Learning (US\$70,000).** The aim of the component is to develop a framework for systematizing and assessing models for teacher professional development in remote and hybrid learning. For the development of the framework, teacher professional development is defined as a continuous process of skill development, rather than a one-stop-shop short training course or event as is the norm in most of LAC. The framework will draw on existing models for evaluating

teacher professional development (e.g. Guskey, 2000; and Scriven, 2009) to provide quality standards for: (i) development and assessment of teacher professional development courses and learning experiences in remote and hybrid learning; (ii) learning communities, where teachers can engage in face-to-face or distance (asynchronous or real time) reflections around remote and hybrid learning; (iii) teacher coaching and tutoring (face-to-face and online) to model and solidify remote and hybrid teaching skills; (iv) inclusive teaching strategies to ensure sensitivity to gender and minority populations; (v) continuous evaluation of professional development programs to address and remediate programmatic and contextual issues or barriers. The framework will distinguish between standards that should be applied immediately and those that are recommended for the medium term.

- 3.2 **Component II – Best Practices for the Professional Development of Teachers in Remote and Hybrid Learning (US\$70,000).** Based on the Framework of Teacher Professional Development Standards from Component I, the aim of the Component is to identify and systematize best practices for effective professional development to help teachers learn and refine the pedagogies and skills required for remote and hybrid instruction. The inclusion criteria for the systematization of teacher training programs will be diverse in term of education levels (K-12) and types of training, including both pre- and in-service professional development programs. The systematization will also aim to include a spectrum of countries within and beyond LAC, and include practices that take into account the challenges that the countries of the region face in terms of resources, tools, and connectivity. The best practices in professional development programs will document features such as: (i) the content and curriculum supported by the program; (ii) opportunities for teacher-to-teacher collaboration in job-embedded and training contexts; (iii) strategies to provide deep interactive learning through problem-solving; (iv) use of coaching, mentoring and tutoring to model instruction and provide continuous feedback; (v) provides concrete teaching resources such as lesson plans, samples of student work, and opportunities to observe model instruction; (vi) provides constructive feedback to teachers; (vii) provides strategies to engage parents; and (viii) provides opportunities to practice these skills in the classroom. The sources will include secondary documentation as well as in-depth interviews with key experts.
- 3.3 **Component III – Dissemination and Awareness Raising (US\$10,000).** TC resources will be used to finance the dissemination of the findings, and awareness raising of the importance of using interactive instructional approaches as an integral part of distance and hybrid education. Specifically, the dissemination will include a publication and two workshops. The first workshop will take place in 2021 to disseminate the framework for systematizing and assessing models for teacher professional development in remote and hybrid learning. The second half day workshop will take place once the activities of Components I and II have been completed in 2022, inviting education policy makers and teacher training institutions from across LAC. Possibly the workshop could be offered virtually through INDES.

#### **IV. Budget**

- 4.1 The total cost of the TC is US\$150,000, which will be charged against the OC Strategic Development Program for Social Development (SOC).

**Indicative Budget us\$**

Activity/Component	Description	IDB/Fund Funding	Total Funding
Component I: Teacher Professional Development Standards for Remote and Hybrid Learning	Consultant	70,000	70,000
Component II – Best Practices for the Professional Development of Teachers in Remote and Hybrid Learning	Consultant	70,000	70,000
Component III –Dissemination	Consultant	10,000	10,000
<b>Total</b>		<b>150,000</b>	<b>150,000</b>

- 4.2 The TC will be supervised by the Team Leader, Emma Näslund-Hadley and co-team Leader, Elena Arias (SCL/EDU).

**V. Executing agency and execution structure (estimated length: 1 page)**

- 5.1 The TC will be executed by the IDB. Bank execution of the TC is justified as the study is regional in scope. The proposed execution scheme guarantees an integral vision on teacher professional development for the region. The products of the consultancies will be coordinated and supervised by the Bank Team. This is consistent with Annex 10 of GN-2629-1, which establishes that a TC that constitutes an initiative of the IDB to support Bank originating knowledge and dissemination, without a counterpart, can be Bank executed. Given the technical-operational knowledge and experience in the topics of the TC, SCL/EDU will execute the TC. As the executing agency of the TC, the Bank will be responsible for: (i) coordinating the actors involved in the activities;(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 **Procurement.** All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-4 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature and; (c) GN-2303-28 for logistics and other related services. The TC will be executed over a period of 24 months and disbursed over a period of 24 months as of the date of approval. All intellectual property products that result from the TC will be the property of the Bank.
- 5.3 **Advisory Committee.** Considering the complexity of the topic, and the diversity of actors involved in teacher professional education, an Advisory Committee of experts will be created to provide guidance on the design of the working plan, but

also during the different stages of the project. The Advisory Committee<sup>1</sup> will be cochaired with the regional LAC office of UNESCO. Select figures that are influential in policy formulation will be invited to partake, including representatives of teacher training institutes, academia, non-governmental organizations, and government agencies. Some 8 to 10 influencers will be invited to participate on a volunteer basis. Specifically, the role of the committee will focus on: (i) feedback on key topics and products; (ii) review draft products; (iii) assistance in the dissemination of the findings.

- 5.4 **UNESCO.** The UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO) Santiago will be a partner in the execution of the proposed TC, cochairing the Advisory Committee. UNESCO has extensive experience in teacher professional development, including distance and remote learning models. As part of the Medium-Term Strategy 2014-2021, UNESCO's work regarding the development of teachers centers around five areas: (i) Monitoring of international normative instruments regarding the teaching profession; (ii) Supporting Member States in the development and review of teacher policies and strategies; (iii) Developing capacities for enhancing the quality of teaching and learning; (iv) Improving the knowledge and evidence base for the implementation and monitoring of the teacher target in Education 2030; and (v) Undertaking advocacy and knowledge sharing for the promotion of quality teaching and learning. OREALC/UNESCO leads the UNESCO Regional Strategy on Teachers which aims to generate knowledge and guidelines to inform policies on teachers and the teaching profession, through research, policy dialogue and technical assistance. OREALC also leads the SDG4 Regional Steering Committee, which involves representatives from ministries of education, intergovernmental organizations, and other education partners, including other UN agencies and International NGOs. In the context of the pandemic, UNESCO recently launched the Global Education Coalition to protect the right to education during this unprecedented crisis and has now a membership of more than 140 public and private education organizations and enterprises, including the IDB, who are committed to support countries during these difficult times.

## VI. Major issues

- 6.1 **Risks.** Implementation of a regional project implies a higher level of complexity, as well as risks related to inter-institutional coordination and asymmetries in information. It is expected that these risks will be mitigated by having the IDB as the executing agency, especially considering that the Bank has and will continue coordinating relevant and related activities with the different public institutions responsible for teacher training in LAC. The IDB also has an established network with international and non-governmental organizations, and private firms who support teacher training in LAC. To address the identified risk, the IDB will collaborate with UNESCO to establish an informal Advisory Committee to provide strategic guidance to the IDB and the consultants on the progress of the study; participate in the quality control of the work of the consultants; and disseminate the study and findings. Initial coordination has already been established with the regional office of UNESCO in Santiago, Chile.

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<sup>1</sup> The advisory committee could for example include organizations such as the [Teacher Professional Development at Scale Coalition](#); and the [International Society for Technology in Education \(ISTE\)](#).

- 6.2 **Sustainability.** To enhance the sustainability of the TC, the following strategies will be assumed: (i) at the systemic level, through the Advisory Committee, strong links will be created between this TC and key actors and influencers in teacher training policy formulation and implementation in the region; and (ii) dissemination of the framework for standards for teacher training in distance and hybrid education.

**VII. Exceptions to Bank policy**

- 7.1 No exceptions to Bank policy are foreseen

**VIII. Environmental and Social Strategy**

- 8.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as “C” according to the Safeguard Classification tool (see [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#)).

**Required Annexes:**

[Results Matrix - RG-T3779](#)

[Terms of Reference - RG-T3779](#)

[Procurement Plan - RG-T3779](#)