

PUBLIC

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

**JAMAICA**

**EVALUATION OF EARLY CHILDHOOD LEARNING ENVIRONMENTS**

**(JA-T1097)**

**TECHNICAL COOPERATION DOCUMENT**

Under the Access to Information Policy, this document is subject to Public Disclosure.

## EVALUATION OF EARLY CHILDHOOD LEARNING ENVIRONMENTS

JA-T1097

### CERTIFICATION

I hereby certify that this operation was approved for financing under the Social Fund (SOF) through a communication dated June 27, 2014 and signed by Goro Mutsuura (ORP/GCM). Also, I certify that resources from said fund are available for up to US\$1,000,000, in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of four (4) calendar months counted from the date of eligibility from the funding source. If the project is not approved by the IDB within that period, the reserve of resources will be cancelled, except in the case a new certification is granted. The commitment and disbursement of these resources shall be made only by the Bank in US dollars. The same currency shall be used to stipulate the remuneration and payments to consultants, except in the case of local consultants working in their own borrowing member country who shall have their remuneration defined and paid in the currency of such country. No resources of the Fund shall be made available to cover amounts greater than the amount certified herein above for the implementation of this operation. Amounts greater than the certified amount may arise from commitments on contracts denominated in a currency other than the Fund currency, resulting in currency exchange rate differences, for which the Fund is not at risk.

pk  
7/24/14



\_\_\_\_\_  
Sonia M. Rivera  
Chief  
Grants and Co-financing Management Unit  
ORP/GCM

07/24/2014  
\_\_\_\_\_  
Date

### APPROVAL

Approved:



\_\_\_\_\_  
Hector Salazar  
Sector Manager  
Social Sector  
SCL/SCL

07/25/2014  
\_\_\_\_\_  
Date

## TC Document

### I. BASIC INFORMATION FOR TC

▪ Country/Region:	Jamaica
▪ TC Name:	Evaluation of Early Childhood Learning Environments
▪ TC Number:	JA-T1097
▪ Associated Loan/Guarantee Name:	N/A
▪ Associated Loan/Guarantee Number:	N/A
▪ Team Leader/Members:	Cynthia Hobbs (EDU/CJA), team leader; Yannú Cruz Aguayo (SCL/SCL); Norbert Schady (SCL/SCL); Florencia Lopez Boo (SCL/SPH); Janet Quarrie (CCB/CJA); Graham Williams (FMP/CJA); Lila Mallory (FMP/CJA); Claudia Uribe (EDU/CME); Betina Hennig (LEG/SGO); and Livia Mueller (SCL/EDU)
▪ Type	Client-Support
▪ Date of TC Abstract authorization:	June 23, 2014
▪ Beneficiary:	Jamaica
▪ Executing Agency and contact name:	University of the West Indies, Prof. Maureen Samms-Vaughan
▪ Donors providing funding:	Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (SOF)
▪ IDB Funding Requested:	US\$1,000,000
▪ Local counterpart funding, if any:	US\$200,000 in kind
▪ Disbursement and execution period:	Disbursement: 30 months – Execution: 24 months
▪ Required start date:	August, 2014
▪ Types of consultants:	Firm and individual consultants
▪ Prepared by Unit:	SCL/CJA and SCL/SCL
▪ Unit of Disbursement Responsibility:	EDU/CJA
▪ TC Included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	Yes
▪ GCI-9 Sector Priority:	Social Policy for Equity and Productivity

### II. OBJECTIVES AND JUSTIFICATION OF THE TC

- 2.1 **Justification.** Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991) , and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes . This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds

from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

- 2.2 Development in early childhood lays the foundation for all learning. Deficits in early childhood are difficult (and expensive) to make up later on. For this reason, Nobel-prize winning economist James Heckman and others have argued that investments in early childhood have much higher rates of return than investments later on in the life cycle (Heckman, J.J., 2006). However, the highest rates of return are found when early investments are followed with high-quality schooling. Research shows that high quality early childhood programs can be an effective and economically efficient way of improving child development and primary school readiness to learn (Alderman and Vegas, 2011). Studies in Uruguay and Argentina have shown increased learning and better average test scores in mathematics and language among students who attended preschool (Berlinski, Galiani, and Manacorda, 2007; Berlinski, Galiani, and Gertler, 2006).
- 2.3 Jamaica has a record of achievement in the early childhood (EC) sector. Over the years they have attained high access to early childhood institutions (ECIs) for children ages 3 to 5 (over 90% of children attend these institutions) and high immunization rates (over 90% of children are immunized). In 2003, Jamaica established the Early Childhood Commission (ECC) to co-ordinate the EC sector, and they have been internationally recognized for the development of a cross-sectoral National Strategic Plan for Early Childhood Development, first implemented in 2008. Yet, there continue to be challenges, including the absence of information on the quality of the environments of young children birth to three years, few trained teachers at the early childhood level, and wide variation in many aspects of the quality of the ECIs, some 95% of which are privately run. These deficiencies and disparities are manifest in poor readiness skills at the Grade 1 level (first grade), and this may affect learning as students move through the education system, as evidenced by low attainment levels in language and math in national assessments at Grades 4, 6, 9 and 11.
- 2.4 In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs. The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve primary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries. To the best of our knowledge, there are no rigorous evaluations on this specific issue in the LAC region.
- 2.5 The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides

national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

- 2.6 The JA KIDS cohort will turn three years old between July and September 2014, and it is projected that 90% of these children will have enrolled in early childhood centers (pre-kindergarten) by September of 2014. This provides an ideal opportunity to obtain evidence on the impacts of pre-school environments - and especially on the most important input for cognitive development in school systems: teaching quality, during the early schooling years.
- 2.7 This Technical Cooperation (TC) will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centers<sup>12</sup> will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).
- 2.8 **Link to the Bank's portfolio.** The Bank's new Education Sector Framework Document (2013, [IDBDOCS#37926110](#)) acknowledges and calls for increased investments in early childhood education and attention to the transition from EC to primary school. The findings from this TC would contribute to the body of knowledge in these areas and would enhance ongoing and upcoming education (JA-L1024; JA-L1033) operations, as well as the Bank's strategic objective related to improving quality and access to education in the Country Strategy for Jamaica 2013-2014.

### III. DESCRIPTION OF ACTIVITIES/COMPONENTS AND BUDGET

- 3.1 **Component 1. Randomization and verification of randomization compliance (US\$225,000).** This project addresses the complicated identification challenges that have plagued most evaluations of teacher effects, by randomly assigning students to different teachers of the same grade within the same school. At the beginning of the school year 2014-2015 (September 2014), children will be randomly assigned to their teachers as they begin pre-school; at the beginning of the following school year they will be reassigned, randomly, to their new teacher (Activity 1). In order to verify the compliance

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<sup>1</sup> Childhood centers and pre-schools are used interchangeably in the text.

<sup>2</sup> The minimum detectable effect with this number of schools, each with two sections, and with 10 children per section is 0.073.

of these assignments, each school will be visited at different moments during each school year (Activity 2).

- 3.2 **Component 2. Measuring Teacher Quality - Classroom observations (US\$320,000).** The main objective of this component is to have one specific measure of teaching quality. The CLASS will be applied to teachers in both academic years (Activity 1). This component comprises a number of activities that are critical for the appropriate completion of CLASS, including technical supervision and support throughout the application of the CLASS instrument in Jamaica, capacity building on CLASS within our team and counterparts, filming of teachers, and processing and analysis of the collected data (Activity 2).
- 3.3 **Component 3. Measuring child development and learning (US\$390,000).** The main objective of this component is to obtain cognitive development data at the beginning of the 2014-2015 school year (baseline), and at the end of school years 2014-2015 and 2015-2016. The set of diagnostic tools to measure learning/development outcomes for children in the sample will be reviewed and piloted (Activity 1). These tests will then be modified, as needed, and applied at the beginning and end of the first school year, and at the end of the second school year (Activity 2).
- 3.4 **Component 4. Analysis and dissemination (US\$50,000).** This component will finance a number of activities that are critical for the processing and dissemination of the information produced by the study. Specifically, it finances data analysis, policy notes and other dissemination activities, including the preparation of toolkits that will document the experience of applying these instruments.

**Table III-1. Indicative Results Matrix**

Result	Units	Planned Units	Completion Date	Data Source
Databases	Number	3	May, 2016	Datasets (baseline and post-evaluation for Yrs. 1 & 2)
Policy Notes	Number	3	December, 2016	Publications
Presentations in seminars	Number	2	December, 2016	Programs
Research reports to the Government of Jamaica	Number	2	January, 2017	Reports

- 3.5 The amount of funding needed to achieve the expected results is indicated below. US\$1,000,000 will be financed through the Social Fund. Approximately US\$200,000 in-kind would be contributed by the University of the West Indies.

**Table III-. Indicative Budget (in \$US)**

<b>Component/Activity</b>	<b>IDB/Fund Funding</b>	<b>Counterpart Funding (in-kind)</b>	<b>Total Funding</b>
<b>Component 1</b>	<b>215,500</b>	<b>130,000</b>	<b>345,500</b>
Activity 1: Randomization at registry	100,000	90,000	190,000
Activity 2: Randomization verification	115,500	40,000	155,500
<b>Component 2</b>	<b>320,000</b>	<b>0</b>	<b>320,000</b>
Activity 1: CLASS application	260,000		260,000
Activity 2: CLASS - Capacity building and supervision	60,000		60,000
<b>Component 3</b>	<b>390,000</b>	<b>70,000</b>	<b>460,000</b>
Activity 1: Development/piloting development diagnostic tools	90,000	40,000	130,000
Activity 2: Application of development diagnostic tools	300,000	30,000	330,000
<b>Component 4</b>	<b>40,000</b>	<b>0</b>	<b>40,000</b>
Analysis and dissemination	40,000		40,000
<b>Audit</b>	<b>19,500</b>		<b>19,500</b>
<b>Contingencies</b>	<b>15,000</b>	<b>0</b>	<b>15,000</b>
<b>Total:</b>	<b>1,000,000</b>	<b>200,000</b>	<b>1,200,000</b>

3.6 The TC execution will be under the supervision of Cynthia Hobbs (EDU/CJA).

#### **IV. EXECUTING AGENCY AND EXECUTION STRUCTURE**

- 4.1 This operation will be executed by the University of the West Indies (UWI), through its Department of Child and Adolescent Health, which will be responsible for overall project management. The financial administration of the operation will be carried out by the UWI Bursary, while the UWI Human Resources Department will be responsible for the contracting of specialized consulting and non-consulting services in accordance with IDB Policies for the Contracting of Consultant Services and Goods and Services (GN-2350-9 and GN-2349-9, respectively). UWI is the only public, regional university in the Caribbean and has executed Bank projects in the past. Specifically, the Dept. of Child and Adolescent Health (UWI) has a track record of policy-relevant research and expertise in conducting longitudinal studies, including the Jamaican Birth Cohort Studies of 1986 and the ongoing Child Cohort Study (ATN/JF-12312-JA).
- 4.2 UWI will work in close coordination with the Bank. Their team and the Bank's technical team will hold periodic meetings to discuss and agree on the design and implementation of each stage of the process. The Bank's technical team will participate in operational activities, such as training organized for the enumerators and field supervision, and in analysis activities. Both teams will be responsible for the production of research reports and papers, as such publications will be done jointly. As is standard for the products of a TC funded by Bank resources, the Bank will have ownership of the datasets and reports produced. The results and findings of this evaluation will be publicly available, once discussed with the Government of Jamaica. The non-confidential data also will be available.
- 4.3 The project will collect information during two full school years, starting in September 2014 and ending in July 2016. The coding of the videos and data analysis will start at the end of each data collection period. To allow time for the execution of these impact evaluation activities, the TC will disburse in 30 months and execute in 24 months. This

falls in line with Document GN-2426-3, which states that, “in the case of evaluations, the respective periods [for execution and disbursement should not exceed] 36 and 39 months.” Indicators will be identified to monitor progress of the study, and an annual report will be produced.

## **V. MAJOR ISSUES**

- 5.1 Implementation risks are considered medium, given that the Ministry of Education is highly committed to this study and has expressed willingness to be involved in the critical processes, such as randomization of students to classrooms, in order to ensure its success.
- 5.2 As with all studies that involve the collection of data, there is a risk that the fieldwork may encounter delays to its completion (related to weather, accessibility of the schools, participation of the teachers and families). In this particular study, there is limited space for delays given that the data collection activities must finish at the end of the school year. Risk magnitude/severity: medium Mitigation measures: the schedule for data collection considers an additional number of days and enumerators to account for potential delays.
- 5.3 There is a risk that some school principals/teachers/parents might not comply immediately with the random assignment. Risk magnitude/severity: medium. Mitigation measures: Several visits to the schools are scheduled in which delegates from the Ministry of Education, accompanied by enumerators, will verify the random assignment is in place. In cases of non-compliance, the delegates from the Ministry will engage in dialogue with the principals/teachers/parents to ensure the appropriate corrections take place.

## **VI. EXCEPTIONS TO BANK POLICY**

- 6.1 None.

## **VII. ENVIRONMENTAL AND SOCIAL STRATEGY**

- 7.1 The ESG classification for this TC is “C”. There will be no potential negative environmental and/or social impacts associated to this TC.

### **Required Annexes:**

- Annex I: Letters of Request
  - 1. [Ministry of Education](#)
  - 2. [The Planning Institute of Jamaica](#)
- Annex II: [Terms of Reference](#)
- Annex III: [Procurement Plan](#)





# MINISTRY OF EDUCATION

Reply or subsequent reference to this communication should be made to the Permanent Secretary and the following reference quoted:

2-4 National Heroes Circle  
Kingston 4, Jamaica  
Tel: 876-612-5840  
Fax: 876-967-1837

June 10, 2014

Mrs Cynthia Hobbs  
Senior Education Specialist  
Inter-American Development Bank  
6<sup>th</sup> Floor Dyll Building  
40-46 Knutsford Boulevard  
Kingston 5

Dear Mrs Hobbs:

**Re Evaluation of Early Childhood Learning Environments in Jamaica – Proposal of study to support ECD**

As previously indicated, the Ministry of Education strongly supports the above-named study, especially given that the current Minister has placed increased emphasis on early childhood education. The results will provide information that will guide policy for the Early Childhood Institutions, that is, for children ages 3-5 years. The study will assist the Ministry in better understanding children's cognitive development, ways to improve teaching in pre-school, and ways to facilitate the transition to primary school. This proposal will bring together the different environments that affect children's readiness for primary education, and relevant factors can be isolated.

This study benefits highly from the rich information gathered already under the IDB-supported Child Cohort Study, led by Professor Samms-Vaughan and her team at the Department of Child & Adolescent Health at the University of the West Indies. The Team's experience in implementing projects which have provided a body of data that has been widely used augurs well for similar results being produced which will benefit not only Jamaica, but the region as well.

Yours truly,

Elaine Foster-AlLEN (Mrs)  
Permanent Secretary

/ba

**THE PLANNING INSTITUTE OF JAMAICA**

16 Oxford Road, Kingston 5, Jamaica, W.I.  
P.O. Box 634, E-mail: [info@pioj.gov.jm](mailto:info@pioj.gov.jm)  
Telephone: (876)-906-4463/4, (876)-960-9339, Facsimile: (876)-906-5011



January 24, 2014

Mrs. Therese Turner-Jones  
Representative  
Inter-American Development Bank  
40-46 Knutsford Blvd.  
Kingston 5

Dear Mrs. Turner-Jones:

**Re: Evaluation of Early Childhood Learning Environments in Jamaica**

The PIOJ understands that the proposed project will facilitate an evaluation of the relationship of early childhood environments and development outcomes at age 5, prior to entry to the primary level at 6 years. The project will be funded by a non-reimbursable technical cooperation from the IDB's Social Fund in the amount of US\$1,000,000.

The PIOJ has reviewed the proposal and revised budget, and endorses the initiative. We anticipate the Bank's favourable response.

Yours sincerely,

Barbara Scott  
for Director General

cc: Mrs. Elaine Foster-Allen, Permanent Secretary - Ministry of Education  
Dr. Joan Reid, Executive Director – Early Childhood Commission

**Jamaica****Evaluation of Early Childhood Learning Environments (JA-T1097)****CLASS Supervisor****TERMS OF REFERENCE****Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

Development in early childhood lays the foundation for all learning. Deficits in early childhood are difficult (and expensive) to make up later on. For this reason, Nobel-prize winning economist James Heckman and others have argued that investments in early childhood have much higher rates of return than investments later on in the life cycle (Heckman, J.J., 2006). However, the highest rates of return are found when early investments are followed with high-quality schooling. Research shows that high quality early childhood programs can be an effective and economically efficient way of improving child development and primary school readiness to learn (Alderman and Vegas, 2011). Studies in Uruguay and Argentina have shown increased learning and better average test scores in mathematics and language among students who attended preschool (Berlinski, Galiani, and Manacorda, 2007; Berlinski, Galiani, and Gertler, 2006).

Jamaica has a record of achievement in the early childhood (EC) sector. Over the years they have attained high access to early childhood institutions (ECIs) for children ages 3 to 5 (over 90% of children attend these institutions) and high immunization rates (over 90% of children are immunized). In 2003, Jamaica established the Early Childhood Commission (ECC) to co-ordinate the EC sector, and they have been internationally recognized for the development of a cross-sectoral National Strategic Plan for Early Childhood Development, first implemented in 2008. Yet, there continue to be challenges, including the absence of information on the quality of the environments of young children birth to three years, few trained teachers at the early childhood level, and wide variation in many aspects of the quality of the ECIs, some 95% of which are privately run. These deficiencies and disparities are manifest in poor readiness skills at the Grade 1 level (first grade), and this may affect learning as students move through the education system, as evidenced by low attainment levels in language and math in national assessments at Grades 4, 6, 9 and 11.

In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs. The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve elementary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries.

The activities for this TC capitalize on an ongoing study, JA KIDS: The Jamaican Birth Cohort Study. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

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This TC will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centres will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).

### **Consultancy objective(s)**

The objective of this consultancy is to lead and supervise the implementation of the CLASS components of the research, including:

- a. An application of the CLASS (Classroom Assessment Scoring System™) to a sample of approximately 500 pre-school classrooms in 200 schools in Jamaica in 2014/15 and 2015/16.
- b. The coding of the CLASS videos from the application of the same instrument.
- c. Coordination of results from CLASS with tests aimed at measuring the cognitive and socio-emotional development of children in pre-school in the schools in the sample as they arrive at the beginning of school, and the learning outcomes of children at the end of that school year.

**Main activities**

The consultant's main responsibilities include:

- a. Supervision of the filming, editing and coding activities related to the application of the CLASS.
- b. Selection, training, and supervision of a team of CLASS coders.
- c. Support to the IADB team and the firm contracted for that purpose in the supervision of the application of tests to all children in the sample classrooms at the beginning and at the end of the 2014-2015 and 2015-2016 school years.
- d. Other research and project work related to the successful completion of this study.

For activities a-c, the consultant should travel to Jamaica as needed.

**Reports / Deliverables**

The consultant will conduct bi-weekly conferences with the IADB team in charge of this study to update them on the progress of the work and discuss any issues that arise as the project advances so that important decisions are made jointly. In addition, s/he will deliver three reports:

- a. First report, summarizing the main activities conducted for the selection and training of the team of video recorders as well as the logistical details and protocols to be followed by them. This report is due after the completion of these activities. It should include all the material prepared and utilized for training activities as well as observations on the main challenges for the field work.
- b. Second report, summarizing the work carried, difficulties encountered and resolution to them after the completion of the taping of classrooms as well as including the training material for the team of coders and summarizing the selection and training of this team.
- c. Third report, summarizing the progress with the coding of the videotapes.

**Qualifications**

- Academic Degree/ Level & Years of Professional Work Experience: The consultant should have completed a Master's in Education or related field. Prior work as a teacher or in a school setting is important.
- Language: English
- Areas of Expertise: Videography, Classroom observation, Coding, Training
- Skills: The consultant selected for this task should have the experience and credentials to apply the CLASS and to train others in the process.

**Characteristics of the Consultancy**

- Consultancy category and modality: International
- Contract duration: September 1st 2014, 200 days.
- Place(s) of work: Jamaica, Washington, DC
- Responsible person: Maureen Samms-Vaughan

**Payment and Conditions of Employment:** Remuneration will be determined in accordance with Bank regulations and criteria. The Bank may additionally contribute toward travel and moving expenses, if applicable. If a candidate is not a citizen or resident of the country where he/she will be working, the Bank will assist him/her to obtain the corresponding visa or work permit (if applicable). If a candidate cannot obtain a visa to work at the IDB the contractual offer will be canceled.

**Consanguinity:** Individuals with relatives working for the IDB within, and including the fourth degree of consanguinity and the second degree of affinity are not eligible for employment as staff or contractual. Candidates must be citizens of a member country of the Inter-American Development Bank.

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

## **Jamaica**

### **Evaluation of Early Childhood Learning Environments (JA-T1097)**

#### **Data Entry Clerk / Interviewer**

#### **TERMS OF REFERENCE**

##### **Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

Development in early childhood lays the foundation for all learning. Deficits in early childhood are difficult (and expensive) to make up later on. For this reason, Nobel-prize winning economist James Heckman and others have argued that investments in early childhood have much higher rates of return than investments later on in the life cycle (Heckman, J.J., 2006). However, the highest rates of return are found when early investments are followed with high-quality schooling. Research shows that high quality early childhood programs can be an effective and economically efficient way of improving child development and primary school readiness to learn (Alderman and Vegas, 2011). Studies in Uruguay and Argentina have shown increased learning and better average test scores in mathematics and language among students who attended preschool (Berlinski, Galiani, and Manacorda, 2007; Berlinski, Galiani, and Gertler, 2006).

Jamaica has a record of achievement in the early childhood (EC) sector. Over the years they have attained high access to early childhood institutions (ECIs) for children ages 3 to 5 (over 90% of children attend these institutions) and high immunization rates (over 90% of children are immunized). In 2003, Jamaica established the Early Childhood Commission (ECC) to co-ordinate the EC sector, and they have been internationally recognized for the development of a cross-sectoral National Strategic Plan for Early Childhood Development, first implemented in 2008. Yet, there continue to be challenges, including the absence of information on the quality of the environments of young children birth to three years, few trained teachers at the early childhood level, and wide variation in many aspects of the quality of the ECIs, some 95% of which are privately run. These deficiencies and disparities are manifest in poor readiness skills at the Grade 1 level (first grade), and this may affect learning as students move through the education system, as evidenced by low attainment levels in language and math in national assessments at Grades 4, 6, 9 and 11.

In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs. The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve elementary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries.

The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

The JA KIDS cohort will turn three years old between July and September 2014, and it is projected that 90% of these children will have enrolled in early childhood centres (pre-kindergarten) by September of 2014. This provides an ideal opportunity to obtain evidence on the impacts of pre-school environments - and especially on the most important input for cognitive development in school systems: teaching quality, during the early schooling years.

This TC will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centres will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).

### **Consultancy objective(s)**

The objective of this consultancy is to enter and verify questionnaire and assessment data for all phases of the study.

### **Main activities**

The Data Entry Clerk/Interviewer will report to the Research Assistant responsible for data management. The consultant will conduct the following tasks:

- a. Assist with data collection, both in-person and telephone interviews
- b. Enter and upload essential data into an electronic database
- c. Utilize and update various key spreadsheets
- d. Assist in the organizing and filing of data



- e. Assist in the maintenance of records
- f. Assist in monitoring participant activities
- g. Assist in maintaining project database
- h. Assist in double data entry

### **Reports / outputs**

The Consultant will submit daily and weekly reports on data entry / completed interviews to the Research Assistant responsible for data management.

### **Qualifications**

- Academic Degree/level and years of professional experience: 5 CSEC Subjects inclusive of Mathematics & English A
- Language: English
- Areas of expertise: Data Entry
- Skills/ any other features deemed relevant to carry-out the work: N/A

### **Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy
- Contract duration: One year, renewable, if the consultant's evaluation is satisfactory.
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

**Payment and Conditions of Employment:** Remuneration will be determined in accordance with Bank regulations and criteria. The Bank may additionally contribute toward travel and moving expenses, if applicable. If a candidate is not a citizen or resident of the country where he/she will be working, the Bank will assist him/her to obtain the corresponding visa or work permit (if applicable). If a candidate cannot obtain a visa to work at the IDB the contractual offer will be canceled.

**Consanguinity:** Individuals with relatives working for the IDB within, and including the fourth degree of consanguinity and the second degree of affinity are not eligible for employment as staff or contractual. Candidates must be citizens of a member country of the Inter-American Development Bank.

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

**Jamaica****Evaluation of Early Childhood Learning Environments (JA-T1097)****Field Research Officer****TERMS OF REFERENCE****Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

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The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

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This TC will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centres will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).

### **Consultancy objective(s)**

The objective of this consultancy is to assist in the enrolment and assessment of study participants.

### **Main activities**

The Field Research Officers will report to the Research Assistant responsible for assessment. The consultant will conduct the following tasks:

- a. Assist in the design and planning of research protocols related to standardized testing and assessment
- b. Contact schools and study participants
- c. Schedule and manage appointments with schools and study participants
- d. Obtain informed consent/assent of study participants and/or their guardians.
- e. Conduct interviews/assessments with study participants (including CLASS assessments/ videotaping)

- f. Prepare written reports on assessments and submit them for approval
- g. Maintain confidential records and files

### **Reports / outputs**

The Consultant will submit monthly reports on child development assessments and field work to the Research Assistant responsible for assessment. Every report must be submitted in one electronic file and should include cover, main document, and all annexes. (Zip files won't be accepted as final reports, due to regulations from the Records Management Section)

### **Qualifications**

- Academic Degree/level and years of professional experience: B.Sc. in Psychology, Social Work or Early Childhood Development
- Language: English
- Areas of expertise: Research, Psychometric Testing & Assessment
- Skills/ any other features deemed relevant to carry-out the work: Ability to work with young children

### **Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy
- Contract duration: One year, renewable, if the consultant's evaluation is satisfactory.
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

**Payment and Conditions of Employment:** Remuneration will be determined in accordance with Bank regulations and criteria. The Bank may additionally contribute toward travel and moving expenses, if applicable. If a candidate is not a citizen or resident of the country where he/she will be working, the Bank will assist him/her to obtain the corresponding visa or work permit (if applicable). If a candidate cannot obtain a visa to work at the IDB the contractual offer will be canceled.

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**Jamaica****Evaluation of Early Childhood Learning Environments (JA-T1097)****Research Assistant****TERMS OF REFERENCE****Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

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Jamaica has a record of achievement in the early childhood (EC) sector. Over the years they have attained high access to early childhood institutions (ECIs) for children ages 3 to 5 (over 90% of children attend these institutions) and high immunization rates (over 90% of children are immunized). In 2003, Jamaica established the Early Childhood Commission (ECC) to co-ordinate the EC sector, and they have been internationally recognized for the development of a cross-sectoral National Strategic Plan for Early Childhood Development, first implemented in 2008. Yet, there continue to be challenges, including the absence of information on the quality of the environments of young children birth to three years, few trained teachers at the early childhood level, and wide variation in many aspects of the quality of the ECIs, some 95% of which are privately run. These deficiencies and disparities are manifest in poor readiness skills at the Grade 1 level (first grade), and this may affect learning as students move through the education system, as evidenced by low attainment levels in language and math in national assessments at Grades 4, 6, 9 and 11.

In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs.

The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve elementary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries.

The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

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This TC will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centres will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).

### **Consultancy objective(s)**

The objective of this consultancy is to provide oversight for all research related processes and protocols; including planning, implementation, assessment and data management.

### **Main activities**

The research assistant's main responsibilities include:

- a. Assist in developing and managing all research protocols and processes (including site visits)
- b. Develop training materials for Interviewers, Data entry clerks and field research officers
- c. Conduct training of study personnel
- d. Manage the data capture and verification process
- e. Oversee the enrolment and scheduling of study participants
- f. Oversee the administration of psychological tests, assessments and questionnaires

- g. Ensure that research protocols and ethical guidelines related to assessment and testing are followed
- h. Prepare written reports

### **Reports / outputs**

The Consultant will submit quarterly reports on project implementation to the Study Coordinator. Every report must be submitted in one electronic file. Report should include cover, main document, and all annexes. (Zip files won't be accepted as final reports, due to regulations from the Records Management Section)

### **Qualifications**

- Academic Degree/level and years of professional experience: Masters / PhD in Psychology or other applicable Social Science
- Language: English
- Areas of expertise: Research & Project Management, Data Management, Logistics
- Skills/ any other features deemed relevant to carry-out the work: N/A

### **Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy
- Contract duration: One year, renewable, if the consultant's evaluation is satisfactory.
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

**Payment and Conditions of Employment:** Remuneration will be determined in accordance with Bank regulations and criteria. The Bank may additionally contribute toward travel and moving expenses, if applicable. If a candidate is not a citizen or resident of the country where he/she will be working, the Bank will assist him/her to obtain the corresponding visa or work permit (if applicable). If a candidate cannot obtain a visa to work at the IDB the contractual offer will be canceled.

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**Jamaica****Evaluation of Early Childhood Learning Environments (JA-T1097)****Statistician****TERMS OF REFERENCE****Background**

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The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

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### **Consultancy objective(s)**

The objective of this consultancy is to assist with the collection, analysis, interpretation and presentation of quantitative data for the study.

### **Main activities**

The Statistician will report to the Technical Advisor Data Management. The consultant will conduct the following tasks:

- a. Develop statistical analytical plans
- b. Conduct statistical analyses
- c. Assist in the preparation of reports and research related publications
- d. Assist in the creation of presentations and other study-related materials

**Reports / outputs**

The Consultant will submit monthly reports to the Technical Advisor Data Management.

**Qualifications:**

- Academic Degree/level and years of professional experience: Masters Degree in Statistics, Econometrics or Other Applicable Social Science
- Language: English
- Areas of expertise: Statistical Analysis & Modelling
- Skills/ any other features deemed relevant to carry-out the work: N/A

**Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy & Lump sum
- Contract duration: 40 days over 6 months
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

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**Jamaica****Evaluation of Early Childhood Learning Environments (JA-T1097)****Study Coordinator****TERMS OF REFERENCE****Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

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Jamaica has a record of achievement in the early childhood (EC) sector. Over the years they have attained high access to early childhood institutions (ECIs) for children ages 3 to 5 (over 90% of children attend these institutions) and high immunization rates (over 90% of children are immunized). In 2003, Jamaica established the Early Childhood Commission (ECC) to co-ordinate the EC sector, and they have been internationally recognized for the development of a cross-sectoral National Strategic Plan for Early Childhood Development, first implemented in 2008. Yet, there continue to be challenges, including the absence of information on the quality of the environments of young children birth to three years, few trained teachers at the early childhood level, and wide variation in many aspects of the quality of the ECIs, some 95% of which are privately run. These deficiencies and disparities are manifest in poor readiness skills at the Grade 1 level (first grade), and this may affect learning as students move through the education system, as evidenced by low attainment levels in language and math in national assessments at Grades 4, 6, 9 and 11.

In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs. The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve elementary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries.

The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

The JA KIDS cohort will turn three years old between July and September 2014, and it is projected that 90% of these children will have enrolled in early childhood centres (pre-kindergarten) by September of 2014. This provides an ideal opportunity to obtain evidence on the impacts of pre-school environments - and especially on the most important input for cognitive development in school systems: teaching quality, during the early schooling years.

This TC will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centres will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).

### **Consultancy objective(s)**

The objective of this consultancy is to coordinate and monitor the administration of all aspects of the study including planning, staff management, and ensuring that study protocols are followed.

### **Main activities**

The study coordinator will report to the Technical Advisor Study Management & Principal Investigator. The consultant will conduct the following tasks:

- a. Coordinate, oversee and monitor the day to day activities of the study
- b. Sensitize relevant stakeholders to the study's aims and objectives
- c. Assist in the compilation of Ethics applications to the relevant agencies
- d. Assist in the development of project budget and procurement plan
- e. Assist in the development of study instruments and protocols

- f. Oversee the development of work plans and staffing for each phase of project
- g. Oversee the recruitment and assignment of personnel for study implementation
- h. Oversee the development of training plans
- i. Direct and coordinate activities of study personnel to ensure the study progresses on schedule and within prescribed budget
- j. Review status reports prepared by study personnel
- k. Prepare reports for Principal Researcher and Funding Agencies
- l. Assist in the creation of presentations and other study-related materials
- m. Oversee budget and ensure financial accountability

### **Reports / outputs**

The Consultant will submit quarterly reports on project implementation to the IDB. Every report must be submitted to in one electronic file and should include cover, main document, and all annexes. (Zip files won't be accepted as final reports, due to regulations from the Records Management Section)

### **Qualifications**

- Academic Degree/level and years of professional experience: Masters / PhD in Psychology or other applicable Social Science
- Language: English
- Areas of expertise: Research and Project Management, Data Management, Development through the Lifespan
- Skills/ any other features deemed relevant to carry-out the work: N/A

### **Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy
- Contract duration: One year, renewable, if the consultant's evaluation is satisfactory.
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

**Payment and Conditions of Employment:** Remuneration will be determined in accordance with Bank regulations and criteria. The Bank may additionally contribute toward travel and moving expenses, if applicable. If a candidate is not a citizen or resident of the country where he/she will be working, the Bank will assist him/her to obtain the corresponding visa or work permit (if applicable). If a candidate cannot obtain a visa to work at the IDB the contractual offer will be canceled.

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## **Jamaica**

### **Evaluation of Early Childhood Learning Environments (JA-T1097)**

#### **Technical Advisor - Assessment**

#### **TERMS OF REFERENCE**

##### **Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

Development in early childhood lays the foundation for all learning. Deficits in early childhood are difficult (and expensive) to make up later on. For this reason, Nobel-prize winning economist James Heckman and others have argued that investments in early childhood have much higher rates of return than investments later on in the life cycle (Heckman, J.J., 2006). However, the highest rates of return are found when early investments are followed with high-quality schooling. Research shows that high quality early childhood programs can be an effective and economically efficient way of improving child development and primary school readiness to learn (Alderman and Vegas, 2011). Studies in Uruguay and Argentina have shown increased learning and better average test scores in mathematics and language among students who attended preschool (Berlinski, Galiani, and Manacorda, 2007; Berlinski, Galiani, and Gertler, 2006).

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In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs.

The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve elementary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries.

The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

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This TC will support this rigorous evaluation, which will be set up as a randomized controlled trial in which approximately 3,600 children starting pre-school in 180 early childhood centres will be randomly assigned to their classrooms within each pre-school. The proposed TC will finance the first two years of a four-year study. The specific information to be collected in these two first years includes an overall assessment of the developmental status at the beginning of the 2014-2015 school year (baseline), and follow up assessments at the end of the 2014-2015 and 2015-2016 school years. Additionally, among other basic assessments of the environment of each classroom, the project will evaluate the impact of a central dimension of teaching quality – the interactions between teachers and students. For this purpose, it will use the Classroom Assessment Scoring System (CLASS), an instrument that evaluates teachers on three dimensions: socio-emotional support, classroom management, and instructional support. In the US and in Ecuador, better performance on the CLASS has been associated with higher learning of students (Mashburn et al. 2010; Pianta and Hamre 2009; Pianta 2011; Araujo et al. 2014).

### **Consultancy objective(s)**

The objective of this consultancy is to provide strategic guidance and supervision to the Research Assistant responsible for assessment.

### **Main activities**

Technical Advisors will report to the Principal Investigator. The consultant will conduct the following tasks:

- a. Provide administrative oversight, supervision and monitoring to the Research Assistant responsible for assessment.
- b. Establish goals and work plans for the Research Assistant responsible for assessment to ensure that the overall objectives of the study are met.

- c. Oversee the activities of the Research Assistant responsible for assessment by prioritizing actions as well as ensuring that goals and timelines are met, and quality targets are reached and maintained.
- d. Provide continuous assessment and evaluation to the Research Assistant responsible for assessment.

**Reports / outputs**

The Consultant will provide periodic reports to the Principal Investigator.

**Qualifications**

- Academic Degree/level and years of professional experience: Masters / PhD in Psychology
- Language: English
- Areas of expertise: Research, Psychometric Testing & Assessment
- Skills/ any other features deemed relevant to carry-out the work: Ability to work with young children

**Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy, Lump Sum
- Contract duration: One year, renewable, if the consultant's evaluation is satisfactory.
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

**Payment and Conditions of Employment:** Remuneration will be determined in accordance with Bank regulations and criteria. The Bank may additionally contribute toward travel and moving expenses, if applicable. If a candidate is not a citizen or resident of the country where he/she will be working, the Bank will assist him/her to obtain the corresponding visa or work permit (if applicable). If a candidate cannot obtain a visa to work at the IDB the contractual offer will be canceled.

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## **Jamaica**

### **Evaluation of Early Childhood Learning Environments (JA-T1097)**

#### **Technical Advisor - Data Management**

#### **TERMS OF REFERENCE**

##### **Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

Development in early childhood lays the foundation for all learning. Deficits in early childhood are difficult (and expensive) to make up later on. For this reason, Nobel-prize winning economist James Heckman and others have argued that investments in early childhood have much higher rates of return than investments later on in the life cycle (Heckman, J.J., 2006). However, the highest rates of return are found when early investments are followed with high-quality schooling. Research shows that high quality early childhood programs can be an effective and economically efficient way of improving child development and primary school readiness to learn (Alderman and Vegas, 2011). Studies in Uruguay and Argentina have shown increased learning and better average test scores in mathematics and language among students who attended preschool (Berlinski, Galiani, and Manacorda, 2007; Berlinski, Galiani, and Gertler, 2006).

Jamaica has a record of achievement in the early childhood (EC) sector. Over the years they have attained high access to early childhood institutions (ECIs) for children ages 3 to 5 (over 90% of children attend these institutions) and high immunization rates (over 90% of children are immunized). In 2003, Jamaica established the Early Childhood Commission (ECC) to co-ordinate the EC sector, and they have been internationally recognized for the development of a cross-sectoral National Strategic Plan for Early Childhood Development, first implemented in 2008. Yet, there continue to be challenges, including the absence of information on the quality of the environments of young children birth to three years, few trained teachers at the early childhood level, and wide variation in many aspects of the quality of the ECIs, some 95% of which are privately run. These deficiencies and disparities are manifest in poor readiness skills at the Grade 1 level (first grade), and this may affect learning as students move through the education system, as evidenced by low attainment levels in language and math in national assessments at Grades 4, 6, 9 and 11.

In 2011, Jamaica's Parliament passed a Bill of Rights that mandated free education to all children ages 3 to 18. This has led the Ministry of Education to take steps towards providing more government-run ECIs. The ECC also developed 12 standards that are used in annual inspections of public and private ECIs to raise the quality of pre-school education. This TC will assist in obtaining evidence to help the MOE/ECC to make informed investments in further ECD policies and interventions to improve elementary school readiness. Specifically, the findings of evaluations on teaching quality will be used to inform public policy on selection, training and evaluation of teachers in Jamaica and other countries.

The activities for this TC capitalize on an ongoing study, *JA KIDS: The Jamaican Birth Cohort Study*. The JA KIDS cohort group consists of all the children born in all fourteen parishes across Jamaica from July 1 to September 30, 2011. The study has collected valuable data on the relationships among a wide range of family, school, community, environmental and individual variables from birth. Specifically, JA KIDS provides national data on maternal health and well-being, pregnancy, paternal well-being and involvement, children's status at birth and at various points thereafter, and children's experiences and developmental growth in the early years.

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### **Consultancy objective(s)**

The objective of this consultancy is to provide strategic guidance and supervision to the Research Assistant responsible for data management.

### **Main activities**

Technical Advisors will report to the Principal Investigator. The consultant will conduct the following tasks:

- a. Provide administrative oversight, supervision and monitoring to the Research Assistant responsible for data management.
- b. Establish goals and work plans for the Research Assistant responsible for data management to ensure that the overall objectives of the study are met.

- c. Oversee the activities of the Research Assistant responsible for data management by prioritizing actions as well as ensuring that goals and timelines are met, and quality targets are reached and maintained.
- d. Provide continuous assessment and evaluation to the Research Assistant responsible for data management.

### **Reports / outputs**

The Consultant will provide periodic reports to the Principal Investigator.

### **Qualifications**

- Academic Degree/level and years of professional experience: Masters / PhD in Psychology or other applicable Social Science
- Language: English
- Areas of expertise: Research & Project Management, Data Management, Logistics
- Skills/ any other features deemed relevant to carry-out the work: N/A

### **Characteristics of the consultancy**

- Consultancy category & modality: National Individual Consultancy, Lump Sum
- Contract duration: One year, renewable, if the consultant's evaluation is satisfactory.
- Place(s) of work: University of the West Indies, Mona, Department of Child & Adolescent Health
- Responsible person: Maureen Samms-Vaughan

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**Jamaica****Evaluation of Early Childhood Learning Environments (JA-T1097)****Technical Advisor - Project Coordination/Management****TERMS OF REFERENCE****Background**

Early Childhood Development casts a long shadow. Long-term panels in the United States, New Zealand, Jamaica, and Guatemala all show that children with better nutritional status, and appropriate levels of vocabulary, cognitive development and socio-emotional development at young ages complete more years of schooling, have higher test scores in math and language, are less likely to be involved in criminal activity in adulthood, and earn higher wages. Moreover, development in early childhood is malleable: Rigorous impact evaluations have shown that a variety of interventions, including high-quality preschool in the US (see abecedarian project for various references), parenting interventions in Jamaica (Gertler et al, 2014; Grantham-McGregor et al, 1991), and cash transfers in Nicaragua (Macours, Schady and Vakis, 2012), among others, can substantially improve child development outcomes. This input becomes more critical when looking at the early effects of poverty on learning, whereby poor children are already disadvantaged when they enter school (Schady et al, 2013). For example, 6-year olds in the poorest quintile in Colombia show test results similar to 4.5-year olds from the higher quintiles (Bernal, 2013), and research in Jamaica shows that the gap widens over time (Walker et al, 1990).

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### **Consultancy objective(s)**

The objective of this consultancy is to provide strategic guidance and supervision to the Study Coordinator.

### **Main activities**

Technical Advisors will report to the Principal Investigator. The consultant will conduct the following tasks:

- a. Provide administrative oversight, supervision and monitoring to the Study Coordinator.
- b. Establish goals and work plans for the Study Coordinator to ensure that the overall objectives of the study are met.

- c. Oversee the activities of the Study Coordinator by prioritizing actions as well as ensuring that goals and timelines are met, and quality targets are reached and maintained.
- d. Provide continuous assessment and evaluation to the Study Coordinator.

### **Reports / outputs**

The Consultant will provide periodic reports to the Principal Investigator.

### **Qualifications**

- Academic Degree/level and years of professional experience: Masters / PhD in Psychology or other applicable Social Science
- Language: English
- Areas of expertise: Research and Project Management, Data Management, Development through the Lifespan
- Skills/ any other features deemed relevant to carry-out the work: N/A

### **Characteristics of the consultancy**

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PROCUREMENT PLAN FOR NON-REIMBURSABLE TECHNICAL COOPERATIONS											
Country: Jamaica					Executing agency: University of West Indies					Public or private sector: n/a	
Project number: JA-T1097					Title of Project: Evaluation of Early Childhood Learning Environments						
Period covered by the plan: 36 months											
Threshold for ex-post review of procurements:				Goods and services (in US\$):		405,000		Consulting services(in US\$):		573,500	
Item Nº	Ref. AWP	Description (1)	Estimated contract cost (US\$)	Procurement Method (2)	Review of procurement (ex ante or ex-post) (3)	Source of financing and percentage		Estimated date		Technical review by the PTL (4)	Comments
						IDB/MIF %	Local/other %	Publication of specific procurement notice	Completion of contract		
1		Non-consulting services									
		Tests and Instruments									
		Standardized tests and printing of questionnaires, Supplies & Toys required for Test Kits including CLASS, Mullen or Batelle, PPVT, WRAT etc.	50,000	PC	ex-post	100	0			Pending	
		Stationery & Office Supplies	40,000	PC		100	0			Pending	
		Equipment and Supplies									
		Computers, Desks, Chairs, Filing Cabinets, Stationery , Video Capture and Editing Equipment	75,000	PC	ex-post	100	0			Pending	
		Transportation									
		Transportation reimbursement for research personnel and participating families	95,000	PC	ex-post	100	0			Pending	
		Communication / Phone Tariff									
		Costs for Telephone interviews	60,000	PC	ex-post	100	0			Pending	
		Training / Meeting Costs									
		Venue, Refreshments	35,000							Pending	
		Dissemination Costs:	50,000		ex-post					Pending	
2		Consulting services									
		Technical Advisor - Project Coordination / Management	21,500	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Technical Advisor – Data Management	21, 500	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Technical Advisor – Assessment	21,500	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Study Coordinator (1) & Research Assistants (2)	91,000	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Field Research Officers (12)	236,500	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Administrative Assistant	18,000	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Office Attendant	7,500	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Data entry clerks / Telephone Interviewers (5)	78,000	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Statistician	20,000	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		CLASS Supervisor	60,000	NICQ	Ex-post	100	0	15-Aug-14	Sep-16	Pending	
		Audit	10,000	NICQ	Ex-post	100	0	15-Aug-16	Sep-16	Pending	
		Contingencies	9,500								
Total			978,500	Prepared by: Cynthia Hobbs				Date:30 June 2014			
(1) Grouping together of similar procurement is recommended, such as computer hardware, publications, travel, etc. If there are a number of similar individual contracts to be executed at different times, they can be grouped together under a single heading, with an explanation in the comments column indicating the average individual amount and the period during which the contract would be executed. For example: an export promotion project that includes travel to participate in fairs would have an item called "airfare for fairs", an estimated total value od US\$5,000, and an explanation in the Comments column: "This is for approximately four different airfares to participate in fairs in the region in years X and X1".											
(2) <u>Goods and works</u> : CB: Competitive bidding; PC: Price comparison; DC: Direct contracting.											
(2) <u>Consulting firms</u> : CQS: Selection Based on the Consultants' Qualifications; QCBS: Quality and cost-based selection; LCS: Least Cost Selection; FBS: Selection under a Fixed Budget; SSS: Single Source Selection; QBS: Quality Based selection.											
(2) <u>Individual consultants</u> : IICQ: International Individual Consultant Selection Based on Qualifications; NICQ: National Individual Consultant Selection Based on Qualifications; SSS: Single Source Selection.											
(3) <u>Ex-ante/ex-post review</u> : In general, depending on the institutional capacity and level of risk associated with the procurement, ex-post review is the standard modality. Ex-ante review can be specified for critical or complex process.											
(4) <u>Technical review</u> : The PTL will use this column to define those procurement he/she considers "critical"or "complex"that require ex ante review of the terms of reference, technical specifications, reports, outputs, or other items.											