

TERMS OF REFERENCE

Evaluation of the effectiveness, relevance, and impact of the digital platform

Regional (Central America, Dominican Republic, Mexico and Colombia)
RG-T3837

SUPPORTING VULNERABLE STUDENTS WITH A DISTANCE LEARNING PROGRAM FOR SECONDARY EDUCATION USING DIGITAL PLATFORMS

1. Background and Justification

- 1.1.** Given the current health crisis due to the COVID-19 pandemic, governments of the Mesoamerican region decided to opt for the closure of schools in their countries, affecting more than 64 million students (UNESCO, 2020).
- 1.2.** The crisis in Mesoamerica is unfolding in an unfavorable context. Exclusion rates prior to COVID-19 in the region were quite high and were concentrated in the most vulnerable population with the fewest resources. Likewise, although the majority of vulnerable young people manage to start their secondary studies, more than two thirds do not complete secondary school (Ramirez and Viteri, 2020). Additionally, of those who complete their studies, 1 in 20 achieves the fundamental and basic transferable skills they need (Ramirez and Viteri, 2020).
- 1.3.** In the medium term, the health crisis due to COVID-19, together with the discontinuity of educational services; they will have a negative impact on school dropout and learning. This impact will occur to a greater extent in those with less availability of financial resources, parental support or access to effective distance learning programs (Cooc, McIntyre & Gomez, 2016).
- 1.4.** Furthermore, considering the effects on the education sector of past economic crises, it is expected that almost one million young people will not return to school in the Mesoamerican region; a number that represents at least a 20% increase in the absentee rate. Preliminary analyzes show that the crisis will most disproportionately affect those most vulnerable, where 4 out of 5 poor or vulnerable middle-class youth will not be able to return to school (IDB, 2020). Even for those young people who return to school, it is estimated a loss of between 30% and 50% in their learning levels of reading comprehension and mathematics relative to the learning of the regular school year (Kuhfeld & Tarasawa, 20205).
- 1.5.** In this context, it is essential to support countries' efforts to assist vulnerable students who need to catch up with their peers and reduce the impact of the COVID-19 pandemic. Previous experience in the region shows the potential of programs that use low-cost, open source digital platforms and that require minimal Internet access to successfully close ever-widening learning gaps for vulnerable students. However, the existing literature shows a lack of solid evidence on its impact on increasing learning outcomes. For this reason, the IDB and Shoulder to Shoulder, Inc are seeking to find a company that conducts an impact evaluation of the school recovery

program with digital platforms that will be implemented through this project, in order to generate evidence that demonstrates its effects and guides the design of future projects.

2. Objectives

- 2.1.** Conduct a Randomized Controlled Trial (RCT) aimed at evaluating the effectiveness, relevance and impact of the open-source platform to be implemented through this project to support low performing vulnerable students at risk of deep learning losses due to the pandemic.

3. Scope of Services

- 3.1.** In-depth understanding of COVID-19 related challenges in education and experience in evaluating interventions in education.
- 3.2.** Extensive experience working across all countries in Mesoamerica and comprehensive knowledge of core development challenges and local context confronting Mesoamerican countries.

4. Key Activities

- 4.1. Design:** The firm will develop an appropriate research design to address the scope and objectives of the study and within available budget. This process will include the calculation of power (minimum detectable effects for the different indicators).
- 4.2. Tools:** The firm will develop, revise, adapt appropriate distance-based data collection tools.
- 4.3. Baseline:** The firm will conduct a baseline survey across control and treatment groups for at least 3400 students, which includes defining a data collection strategy, tool piloting, and fieldwork data collection.
- 4.4. Endline:** Conduct similar activities for the endline as set out above for baseline.
- 4.5. Data analysis and final study report:** analyze the collected data and write the final evaluation report.

5. Expected Outcome and Deliverables

- 5.1. Deliverable 1: Approach and methodology:** research design document and working plan.
- 5.2. Deliverable 2: Information gathering tools:** set of instruments for data collection.
- 5.3. Deliverable 3: Final study report:** document containing main findings of the evaluation and stata databases.

6. Project Schedule and Milestones

6.1 *Length of contract:* 18 months

6.2 *Starting date:* May, 2021.

7. Reporting Requirements

- 7.1.** The consulting firm is required to produce reports by email describing the main activities carried out for notification of progress according to the approved schedule.
- 7.2.** All materials produced during and for this consultancy will be: Delivered electronically and physically. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

8. Acceptance Criteria

- 8.1.** The project leader is responsible for the approval of the products presented by the firm. The delivery of products and reports will be the sole responsibility of the consulting firm.

9. Supervision and Reporting

- 9.1.** The consulting firm will be reporting to a Shoulder to Shoulder inc Specialist (meetings, frequency, comments to any reports, approve reports, documents, work, and give comments or any instructions for changes). It shall be Firm's responsibility for ensuring that such meetings are conducted, and such reports are submitted to the Bank.

10. Schedule of Payments

- 10.1.** Payment terms will be based on project milestones or deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.
- 10.2.** The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.

Payment Schedule	
<i>Deliverable</i>	%
1. Approach and methodology	20%
2. Information gathering tools	30%
3. Final report	50%
TOTAL	100%

TERMS OF REFERENCE

Systematization of the results of the digital platform

Regional (Central America, Dominican Republic, Mexico and Colombia)
RG-T3837

SUPPORTING VULNERABLE STUDENTS WITH A DISTANCE LEARNING PROGRAM FOR SECONDARY EDUCATION USING DIGITAL PLATFORMS

1. Background and Justification

- 1.1.** Given the current health crisis due to the COVID-19 pandemic, governments of the Mesoamerican region decided to opt for the closure of schools in their countries, affecting more than 64 million students (UNESCO, 2020).
- 1.2.** The crisis in Mesoamerica is unfolding in an unfavorable context. Exclusion rates prior to COVID-19 in the region were quite high and were concentrated in the most vulnerable population with the fewest resources. Likewise, although the majority of vulnerable young people manage to start their secondary studies, more than two thirds do not complete secondary school (Ramirez and Viteri, 2020). Additionally, of those who complete their studies, 1 in 20 achieves the fundamental and basic transferable skills they need (Ramirez and Viteri, 2020).
- 1.3.** In the medium term, the health crisis due to COVID-19, together with the discontinuity of educational services; they will have a negative impact on school dropout and learning. This impact will occur to a greater extent in those with less availability of financial resources, parental support or access to effective distance learning programs (Cooc, McIntyre & Gomez, 2016).
- 1.4.** Furthermore, considering the effects on the education sector of past economic crises, it is expected that almost one million young people will not return to school in the Mesoamerican region; a number that represents at least a 20% increase in the absentee rate. Preliminary analyzes show that the crisis will most disproportionately affect those most vulnerable, where 4 out of 5 poor or vulnerable middle-class youth will not be able to return to school (IDB, 2020). Even for those young people who return to school, it is estimated a loss of between 30% and 50% in their learning levels of reading comprehension and mathematics relative to the learning of the regular school year (Kuhfeld & Tarasawa, 20205).
- 1.5.** In this context, it is essential to support countries' efforts to assist vulnerable students who need to catch up with their peers and reduce the impact of the COVID-19 pandemic. Previous experience in the region shows the potential of programs that use low-cost, open source digital platforms and that require minimal Internet access to successfully close ever-widening learning gaps for vulnerable students. For this reason, Shoulder to Shoulder, Inc is executing a distance

learning program in Honduras and El Salvador in order to improve the learning outcomes of vulnerable students. As part of that effort, the IDB and Shoulder to Shoulder, Inc are seeking for a firm to systematize the execution and lessons learned from the distance learning program in order to disseminate the results with other ministries of education.

2. Objectives

- 2.1.** To systematize the execution and lessons learned from the distance learning program in order to disseminate the results with other ministries of education.

3. Scope of Services

- 3.1.** Extensive experience working across all countries in Mesoamerica and comprehensive knowledge of core development challenges and local context confronting Mesoamerican countries.

4. Key Activities

- 4.1.** Carrying out the consultancy will allow the systematization of the distance learning program to be executed as part of this Technical Cooperation. The work should focus specifically on:
 - a) Carry out a critical analysis of the execution of the digital learning platform.
 - b) Systematize the implementation experience and document the lessons learned from the process to contribute to similar efforts at the national and international level.
 - c) Elaborate a dissemination document that compiles the experience of digital learning platform.
- 4.2.** To carry out this assignment, it will be necessary to develop tools for collecting information from the field. For that purpose, it will be necessary to carry out some priority activities such as:
 - a) Review of concept documents; as well as the documentary information and reports generated from the program.
 - b) Hold meetings with the technical staff of the program, to gather information on the intervention process.
 - c) Identify key actors, direct participants, and indirect beneficiaries within the program execution process.
 - d) Carry out field visits to collect primary information and life histories of the project's beneficiaries.
 - e) Socialize the systematized intervention model and validate the main takeaways by key stakeholders.

5. Expected Outcome and Deliverables

- 5.1. Deliverable 1: Work plan including the methodology, tools and activities to be carried out.
- 5.2. Deliverable 2: Information gathering tools: set of instruments for data collection.
- 5.3. Deliverable 3: Final study report: document containing main findings of the systematization.

6. Project Schedule and Milestones

6.3 Length of contract: 3 months

6.4 Starting date: April, 2022.

7. Reporting Requirements

- 7.1. The consulting firm is required to produce reports by email describing the main activities carried out for notification of progress according to the approved schedule.
- 7.2. All materials produced during and for this consultancy will be: Delivered electronically and physically. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

8. Acceptance Criteria

- 8.1. The project leader is responsible for the approval of the products presented by the firm. The delivery of products and reports will be the sole responsibility of the consulting firm.

9. Supervision and Reporting

- 9.1. The consulting firm will be reporting to Shoulder to Shoulder inc Specialist (meetings, frequency, comments to any reports, approve reports, documents, work, and give comments or any instructions for changes). It shall be Firm's responsibility for ensuring that such meetings are conducted, and such reports are submitted to the Bank.

10. Schedule of Payments

- 10.1. Payment terms will be based on project milestones or deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.
- 10.2. The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.

Payment Schedule	
Deliverable	%

1. Work plan	20%
2. Information gathering tools	30%
3. Final report	50%
TOTAL	100%

Title: Consultancy to coordinate the execution of a distance learning program for secondary education using digital platforms (RG-T3837).

Background of this search:

Given the current health crisis due to the COVID-19 pandemic, governments of the Mesoamerican region decided to opt for the closure of schools in their countries, affecting more than 64 million students (UNESCO, 2020).

The crisis in Mesoamerica is unfolding in an unfavorable context. Exclusion rates prior to COVID-19 in the region were quite high and were concentrated in the most vulnerable population with the fewest resources. Likewise, although the majority of vulnerable young people manage to start their secondary studies, more than two thirds do not complete secondary school (Ramirez and Viteri, 2020). Additionally, of those who complete their studies, 1 in 20 achieves the fundamental and basic transferable skills they need (Ramirez and Viteri, 2020).

In the medium term, the health crisis due to COVID-19, together with the discontinuity of educational services; they will have a negative impact on school dropout and learning. This impact will occur to a greater extent in those with less availability of financial resources, parental support or access to effective distance learning programs (Cooc, McIntyre & Gomez, 2016).

Furthermore, considering the effects on the education sector of past economic crises, it is expected that almost one million young people will not return to school in the Mesoamerican region; a number that represents at least a 20% increase in the absentee rate. Preliminary analyzes show that the crisis will most disproportionately affect those most vulnerable, where 4 out of 5 poor or vulnerable middle-class youth will not be able to return to school (IDB, 2020). Even for those young people who return to school, it is estimated a loss of between 30% and 50% in their learning levels of reading comprehension and mathematics relative to the learning of the regular school year (Kuhfeld & Tarasawa, 2020).

In this context, it is essential to support countries' efforts to assist vulnerable students who need to catch up with their peers and reduce the impact of the COVID-19 pandemic. Previous experience in the region shows the potential of programs that use low-cost, open source digital platforms and that require minimal Internet access to successfully close ever-widening learning gaps for vulnerable students. For this reason, Shoulder to Shoulder, Inc is executing a distance learning program in Honduras and El Salvador in order to improve the learning outcomes of vulnerable students. As part of that effort, the IDB and Shoulder to Shoulder, Inc are seeking for a consultant to coordinate the activities related to the execution of the distance learning program.

Team's Mission:

The Social Sector (SCL) has a multi-disciplinary team convinced that investing in people is the best way to improve lives and overcome the development challenges that Latin America and the Caribbean face. Together with countries across the region, the Social Sector builds policy solutions to reduce poverty and improve educational, work, social protection, and health services, for citizens that receive it. The work of the Sector has the objective to thrust a more productive region with equal opportunities between men and women and a higher inclusion for vulnerable populations.

The Education Division supports systems in Latin America and the Caribbean to reach five dimensions that will contribute to success in promoting teaching and effective learning of children and youth. The private sector of IDB also finances projects to amplify educational opportunities for low-income students.

We support countries from Latin America and The Caribbean to guarantee that:

1. High expectations guide educational services.

2. Students that enter the system are ready to learn.
3. All students have access to effective teachers.
4. All schools have appropriate resources and can be used for learning, and,
5. All graduates have the necessary abilities to be successful in labor markets and contribute to society.

What you'll do:

We require consultancy services to coordinate the different activities required to successfully execute the distance learning program. The selected candidate must support the following activities without prejudice of others that are necessary to achieve the objective of this consultancy:

1. Coordinate the required activities for the timely execution of the distance learning program: teacher training, equipment acquisition and deployment, student engagement, impact evaluation, among others.
2. Oversee budget execution and overall progress in the attainment of milestones for all technical activities and identify and analyze potential implementation problems. affecting performance of the distance learning program, propose solutions and monitor the implementation of agreements with participating parties.
3. Prepare and deliver reports detailing the progress achieved towards the accomplishment of program milestones and deliverables, along with an assessment of bottlenecks, risks to the project and needed measures to move forward, as required by the IDB.
4. Take a leadership role in the policy dialogue with the Ministries of Education in Honduras and El Salvador.
5. Track the results of the distance learning program, and disseminate results to countries, and the IDB.

Deliverables and Payments timeline:

N°	Description of the derivable	% de pago
1	Distance Program milestones and implementation schedule	20%
2	Program quarterly report 1	20%
3	Program quarterly report 2	20%
4	Program quarterly report 3	20%
3	Final eport* containing the results of the program.	20%

*Reports must be written in Spanish. All reports must be delivered to the Bank electronically in a single file that includes the cover, main document and annexes¹. The text, tables, graphics, information sources and bibliography must be submitted in Word and PDF, in letter size 12, and normal spacing. All tables and graphs in the text must be submitted in a separate Excel file, citing the corresponding source of information.

What you'll need:

- **Citizenship:** Being a citizen in one of our 48 state members.
- **Consanguinity:** Not having any family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.
- **Education:** Master in Public Policy.
- **Experience:** at least five of relevant experience or its equivalent in a combination of education and experience.
- **Languages:** Spanish and advanced English.

Opportunity Summary:

- **Type of contract and modality:** Consultant
- **Length of contract:** 12 months.
- **Starting date:** May, 2021
- **Location:** Honduras.
- **Responsible person:** Shoulder to Shoulder inc Specialist
- **Requirements:** You must be a citizen of one of the [IDB's 48 member countries](#) and have no family members currently working at the IDB Group.

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

Because we are committed to providing equal opportunities in employment, we embrace all diversity and encourage women, LGBTQ+, persons with disabilities, afro-descendants, and indigenous people to apply.

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

Our team in Human Resources carefully reviews all applications.