

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

REGIONAL

BUILDING SUPPORT FOR TEACHER POLICY REFORM – PHASE II

(RG-T2721)

TECHNICAL COOPERATION DOCUMENT

This document was prepared by the project team consisting of: Javier Luque, Project Team Leader, (EDU;CHO); Diana Hincapie (SCL/EDU); Loreto Bieh (EDU/CCR); Cynthia Hobbs (EDU/CPN); Alejandro Morduchowicz (EDU/CGU); Jennelle Thompson (EDU/CDR); Juan Carlos Perez-Segnini (LEG/CME); and Livia Mueller (SCL/EDU).

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Building Support for Teacher Policy Reform Phase II

I. Basic Information for TC

▪ Country/Region:	Regional
▪ TC Name:	Building support for teacher policy reform - Phase II
▪ TC Number:	RG-T2721
▪ Team Leader/Members:	Javier Luque- Team Leader Diana Hincapie – Alternate Team Leader Maria Loreto Biehl, Team Member Cynthia Marie Hobbs - Team Member Alejandro Morduchowicz - Team Member Jennelle Thompson - Team Member Juan Carlos Perez-Segnini - Attorney Livia Elisa Mueller - Project Assistant
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination	Research and Dissemination
▪ If Operational Support TC, give number and name of Operation Supported by the TC:	N/A
▪ Date of TC Abstract authorization:	May 25 th , 2016
▪ Beneficiary (countries or entities which are the recipient of the technical assistance):	Central America and the Dominican Republic
▪ Executing Agency and contact name (Organization or entity responsible for executing the TC Program) {If Bank: Contracting entity} {If the same as Beneficiary, please indicate}	Inter-American Development Bank, SCL/EDU
▪ Donors providing funding:	Institutional Capacity Strengthening Thematic Fund (ICS)
▪ IDB Funding Requested:	\$ 350,000.00
▪ Local counterpart funding, if any:	\$ 0.00
▪ Disbursement period (which includes Execution period):	30 months
▪ Required start date:	September, 2016
▪ Types of consultants (firm or individual consultants):	Firms
▪ Prepared by Unit:	Education Division (SCL/EDU)
▪ Unit of Disbursement Responsibility:	Education Division (SCL/EDU)
▪ TC Included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ GCI-9 Sector Priority:	Social Policy for Equity and Productivity

II. Objectives and Justification of the TC

- 2.1 **Justification** Experts agree that teachers have a greater impact on student learning than any other school level factor. Nonetheless, studies have identified that in Central America the mechanisms for recruiting, training, placing, retaining, paying and supporting good teachers are inadequate (see GTD/PREAL, 2013). Furthermore, although certain education systems are starting to show dynamism,

teacher policy reform has been elusive across the region partially due to the lack of knowledge of the stakeholders on the legal framework of teacher policies, the challenges faced in its implementation, and how similar countries have solved similar challenges. Differences between the de jure and de facto rules governing teacher policies were identified in the first phase of the CT.

- 2.2 The Inter-American Development Bank (IDB), through its Technical Cooperation Building Support for Teacher Policy Reform (RG-T2279), was able to raise the profile of teacher policy reform and capture the attention of policy makers, civil society, academia and the general public in: the Dominican Republic, El Salvador, Guatemala, and Honduras. RG-T2279's main accomplishments include: (i) a diagnosis of progress made by Central America and what policy recommendations could be adopted to improve. The diagnosis was presented in user-friendly documents, or Report Cards, that described the situation of teacher policies per selected country or in the region, and propose policy recommendations based on evidence to improve teacher effectiveness. The National Report cards were able to put together in a single document main elements of the laws that regulate the education system, (ii) an evidence-based debate on teacher policy-making through national and international teacher policy conferences that allowed participant countries to understand each other's contexts and share best practices. These products shaped the debate around teacher policies in the participant countries. In fact, local partners held events in all countries and they were invited to meetings with government authorities and to the media to present results and their policy recommendations.
- 2.3 The new TC will produce National Report Cards on teacher policies for Costa Rica and Panama, and a third education system to be determined. The National Report Cards will have the same structure as the ones produced in the first phase of the TC for the Dominican Republic, El Salvador, Guatemala and Honduras. The Report Cards will be produced by local partners. Additionally, the TC will continue to work with local partners to exchange regional and international best practices, providing technical assistance, stimulating debate and helping to build the necessary consensus among relevant education stakeholders in order to promote sound teacher policy reform. Among international best practices, the TC will identify and disseminate in Central America the best teacher practices in the Shanghai-China education system. Key stakeholders that will be reached include policymakers, government officials, local nongovernmental organizations, business groups, teacher unions, and universities.\
- 2.4 **Objective** This TC looks to raise the profile of teacher policy reform in the region. It aims at building on progress made by the previous phase of this program and continuing to raise the profile of teacher policy reform in the region, stimulating debate and helping to build the necessary consensus among relevant education stakeholders, such as: policymakers, government officials, local non-governmental organizations, business groups, teacher unions, universities, and the media. Its main purpose will be to strengthen the capacity of different stakeholders to discuss

teacher policy options that can have a strong impact on student learning. This new TC will generate a detailed description of teacher policies in Costa Rica and Panama, and a third country to be determined, bringing to a total of seven countries studied between this CT and the previous phase (countries in the first phase: Dominican Republic, El Salvador, Guatemala and Honduras). Additionally, in order to broaden the reach of the debate on teacher policies, this TC will aim at incorporating international best practices from top-performing education systems. In particular, it will expose the key education stakeholders in Central America to successful teacher policies implemented by Shanghai, China, which stands out in international assessments as a top-performing education system that yields high student learning results by promoting “a coherent and comprehensive system of teacher professional development that incorporates multiple layers of in-service training, school-based teacher research groups, evaluation of teacher performance, and a structured career ladder” (Liang, Kidwai, Zhang 2016). In recent decades Shanghai has made the teaching profession attractive and respected. It has established a rigorous initial education system for those wishing to enter the profession, a teacher evaluation system with incentives for improving performance, and professional development mechanisms for the continued improvement of teachers. All these characteristics have had positive impact on improving student learning, as the results of the PISA tests have shown. For this reason, the Shanghai case could have important lessons for Central American countries looking to attract better candidates to the teaching profession and to improve the quality of the current teaching force. The Education Division currently has a strategy to systematize successful teaching policies in developed countries (Finland), in more recently developed countries (Korea), and in other Latin American countries (Brazil, Chile), and has generated knowledge of these systems. However, the Shanghai case has not been studied before and, therefore, it is important to gather specific information on this education system. With this CT, it is expected that there will a larger debate on teacher policies, and a greater knowledge of the successful experience of the education system in Shanghai-China.

- 2.5 **Institutional Strategy Alignment.** This TC is consistent with the Update to the Institutional Strategy UIS 2010-2020 (AB-3008). This TC is consistent with the third Dimension of Success of the Bank's Sector Framework Document of Education and Early Childhood Development, given that it focuses on teacher quality. The CT is aligned with the ICSF objectives as it promotes the strengthening of institutions in the education sector in CA and the DR. Additionally, the CT is aligned with current country strategy in Panama and Costa Rica, which promote quality in the education sector.

III. Description of activities/components and budget

- 3.1 This TC will finance three (3) components:

- 3.2 **Component 1. Monitor teacher policy reform and promote informed policy debate.** This component will apply the Report Card¹ methodology to three countries that did not participate in Phase I, Panama, Costa Rica and a third country to be determined, and will expand the reach of existing Report Cards. Specifically, it will finance the following activities: (i) the production and publication of three user-friendly report cards to diagnose the status of teacher policy in the Central American countries that did not participate in the previous phase; (ii) design and implementation of one regional dissemination and sustainability plan, including 7 national dissemination strategies. Its purpose will be to promote the results of the Report Cards produced with this TC and follow-up of those funded by the previous phase, including knowledge already created, and ensure that the debate around the results of the Report Cards continues in participant countries; (iii) development of user-friendly products, such as brochures, infographics, and presentations to be easily used to disseminate report card results and provide user-friendly information on the quantity, quality and equity of the country's education system, as part of the context for teacher policy.
- 3.3 **Component 2. Learning from successful education systems: Shanghai, China.** It will finance: the development of a Report Card in Spanish on the education system of Shanghai, China, that incorporates lessons that CA and the DR can learn to improve teacher policies and their effectiveness. To guarantee an appropriate description of the Shanghai education system and that lessons presented respond to CA and DR challenges, the report will be commissioned to a team of Chinese and Latin American scholars.
- 3.4 **Component 3. Exchanging Best practices in Teacher Policy.** This component will finance: (i) a Best Practices Teacher Policy Conference that will include roundtable discussions on both the Report Cards and the Report on Lessons from Shanghai education system to CA and DR developed in the previous components in order to identify common challenges, learn from successful education systems such as Shanghai-China, and discuss a shared agenda for teacher policy reform in CA and the DR; and (ii) the production of a video to document the results of the conference. This video will serve as an instrument to invite other countries of the region to participate in future phases of the project, and contribute to sustainability.
- 3.5 This TC will produce bi-annual reports that will track progress on the activities developed by the TC and on the indicators outlined below.

¹ Report Cards are user-friendly documents that present the different elements of teacher policies in a simple way, benchmarking local practices with international practices.

Indicative Results Matrix

Expected Product/outcome	Indicators/unit of measure	Baseline	Year 1	Year 2	EOP	Means of verification
Component 1. Monitor teacher policy reform and promote informed policy debate.						
Outputs						
Report cards developed for countries that did not participated in Phase I using report card methodology	Report Cards developed	4	0	3	7	Publication on the web
Dissemination plans include specific activities.	Dissemination plans	0	0	7	7	Consultant's report
Outcomes						
National and international media learns from the education policy debate.	Media appearances, including articles, interviews, references in the media	0	0	10	10	Consultant's report
Increased capacity to incorporate lessons from regional education systems.	Meetings with high-level education authorities to discuss Report Card findings and next steps	0	0	7	7	Consultant's report
Component 2. Learning from successful education systems: Shanghai, China						
Output						
Report on teacher policies for Shanghai, China, is developed in Spanish to promote best practices from a top-performing education system as lessons learned for Latin America	Report on teacher policies in Shanghai-China and relevant lessons for LAC	0	0	1	1	Report published on the web.
Outcome						
Increased capacity to incorporate lessons from successful education systems.	Participants that feel that their knowledge of Shanghai-China policies improved.	0	0	80%	80%	Participant survey at the end of conference.
Component 3. Exchanging Best practices in Teacher Policy.						
Output						
International conference incorporates as well as international base practices	Conferences to exchange best practices	0	0	1	1	Consultant's report
Outcome						
Participants learned from the education systems presented in the conference.	Participants satisfied with the event	0	0	80%	80%	Survey

3.6 The amount of funding needed to achieve the expected results is indicated below. The total cost of US\$ 350,000.00 will be financed through the Institutional Capacity Strengthening Thematic Fund (ICS).

Indicative Budget

Component and activities	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1. Monitor teacher policy reform and promote informed policy debate	\$ 223,000.00	\$0.00	\$ 223,000.00
Production of (3) report cards	\$107,500		\$107,500
Design and implementation of communications plans	\$ 84,500		\$ 84,500
Development of user-friendly products	\$ 31,000		\$ 31,000
Component 2. Learning from successful education systems	\$ 42,000.00	\$0.00	\$ 42,000.00
Report Card on Shanghai-China teacher policies	\$ 42,000.00		\$ 42,000.00
Component 3: Exchanging Best practices in Teacher policy	\$ 75,000.00	\$0.00	\$ 75,000.00
Best Practices Teacher Policy Conference	\$ 75,000.00		\$ 75,000.00
Assessment and dissemination	\$10,000		\$10,000
Total	\$350,000	\$0.00	\$350,000

IV. Executing agency and execution structure

- 4.1 Due to the regional character of the TC, SCL/EDU will have the technical responsibility for administering it and supervising the quality of the products. The Bank will contract individual consultants, consulting firms and non-consulting services in accordance with Bank's current procurement policies and procedures. The Inter-American Dialogue will be sole-sourced for the implementation of key activities of the TC, due to fact that The Inter- American Dialogue : (i) has strong networks and exceptional stakeholder consultation track record in CA and the DR, (ii) have already developed a solid and unique report card methodology, (iii) successfully executed Phase I (RG-T2279, (iv) consistency in methodology is required between Phase I and Phase II, v) experienced key personnel for the development and dissemination of the country reports, having successfully implemented this methodology across other countries. The Inter-American Dialogue was hired to implement several activities of the first phase of this program through its Education Program (PREAL). Therefore, the project team recommends that the Inter-American Dialogue be sole-sourced again for the development and dissemination of the country reports, given its experience of exceptional worth for the

assignment for an estimated amount of up to \$340,000, in accordance with the provisions in Policy GN-2350-9 (Cl. 3.10 (d)).

V. Major issues

- 5.1 Debate on teacher policies tends to be highly politicized. The TC will manage that risk by selecting carefully the local counterparts. They should have experience in conveying all actors in the education system in a technical way. IDB Education Specialists who are also deployed across the region will provide support to PREAL in selecting the local counterparts, and will help facilitating the discussions and the debate. Lessons from the Phase I show that organized teacher policy debate is possible despite politics around the topic.
- 5.2 There are prominent cultural and institutional differences between Chinese and Central American education systems. As a result, presenting the case of Shanghai-China as a top-performing education system and as a reference model for the region might be disconnected from the reality of Central America. To mitigate this risk, the Report Card on teacher policies from Shanghai-China will be developed by a mixed commission of Latin American and Chinese education policy experts who will leverage the differences between both types of education systems to create value-added, and ensure that the lessons that can be learned from Shanghai are relevant to Central American policymakers.

VI. Environmental and Social Strategy

- 6.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as “[C](#)” according to the Safeguard Classification Tool. No environmental impact is foreseen as the initiative is limited to consultancies and dissemination events. No Bank resources will be used to finance investments in infrastructure or large scale equipment. This TC will mitigate any risks of exclusion by promoting gender equality in data collection and reporting.

VII. Required Annexes:

- [Terms of Reference for activities/components to be procured.](#)
- [Procurement Plan](#)

ANNEX A

Regional

(SCL/EDU)

Building support for Teacher Policy Reform – Phase II

TERMS OF REFERENCE

Background

Established in 1959, the Inter-American Development Bank (“IDB” or “Bank”) is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.

Experts agree that teachers have a greater impact on student learning than any other factor in school. Nonetheless, studies have identified that in Central America the mechanisms for recruiting, training, placing, keeping, paying and supporting good teachers are inadequate (see GTD/PREAL, 2013). Furthermore, although certain education systems are starting to show dynamism, teacher policy reform has been elusive across the region partially due to the lack of capacity of local institutions and relevant stakeholders (both public and private) to promote it effectively.

In this line, the Inter-American Development Bank (IDB), through its Technical Cooperation Building Support for Teacher Policy Reform (RG-T2279), was able to raise the profile of teacher policy reform and captured the attention of policy makers, civil society, academia and general public in: the Dominican Republic, El Salvador, Guatemala, and Honduras. This TC’s main accomplishments include: (i) the development of the Report Card Methodology. Report Cards are user-friendly publications produced by local experts and non-governmental organizations that assess the status of teacher policies in a given education system focusing on what policies do they have in place to attract, retain, train, and motivate effective teachers. Report Cards also provide policy recommendations based on what successful education systems do to have good teachers; (ii) the production of five report cards, including a Regional Report Card that compares teacher policies across participant countries; (iii) 4 national events held in participant countries to present the results of the reports, and participation in meetings with government authorities and coverage by the media; (iv) 1 international teacher policy conference that took place in Panama City, and allowed participant countries to understand each other’s contexts and share best practices; this conference convened the experts who worked in the TC, with high-level education authorities, and even union representatives; (v) the creation of a demand in non-participant countries for national report cards, and for better information and data related to teacher policies across the region. Overall, these products shaped the debate around teacher policies in the participant countries.

This TC will aim at building on progress made by the previous phase of this program and continue raising the profile of teacher policy reform in the region, stimulating debate and helping to build the necessary consensus among relevant education stakeholders, such as: policymakers, government officials, local non-governmental organizations, business groups, teacher unions, universities, and the media. Its main purpose will be to strengthen their capacity

to discuss teacher policy options that can have a strong impact on student learning. This new TC will incorporate countries that were not part of the previous TC . Additionally, in order to broaden the reach of the second phase of this program, this TC will aim at incorporating international best practices from top-performing education systems. In particular, it will expose the key education stakeholders mentioned above to successful teacher policies implemented by Shanghai, China, which stands out in international assessments as a top-performing education system that yields high student learning results (Liang, Kidwai, Zhang 2016).

To this end, it will continue to work with local partners to exchange regional and international best practices, providing technical assistance, stimulating debate and helping to build the necessary consensus among relevant education stakeholders in order to promote sound teacher policy reform. Key stakeholders that will be reached include policymakers, government officials, local nongovernmental organizations, business groups, teacher unions, and universities.

Consultancy objective(s)

The objective of this new consultancy is to coordinate the effort of NGOs based in participant countries to continue promoting sound teacher policies across the region, exchanging international best practices and fostering collaboration across the region.

Main activities

The firm will be responsible for identifying suitable local partners and NGOs to implement several of the activities foreseen for the TC according to the following components:

Component 1. Monitor teacher policy reform and promote informed policy debate. The firm will apply the Report Card methodology to countries that did not participate in Phase I and will expand the reach of existing Report Cards by developing and implementing dissemination plans.

Component 2. Learning from successful education systems: Shanghai, China. The firm will commission the development of a Report Card in Spanish about Teacher Policies in Shanghai-China to a team of Chinese and Latin American Scholars. The firm will also supervise their work and make sure that relevant lessons for Latin America are included.

Component 3. Exchanging Best practices in Teacher Policy. The firm will organize a Best Practices Teacher Policy Conference that will install roundtable discussions on both the Report Cards and the Report on Lessons from Shanghai education system to Central America.

Reports / Deliverables

The firm will produce the following deliverables:

- a. Deliverables #1: Work Plan including all activities and deliverables of the consultancy
- b. Deliverables #2: 3 user-friendly National Report Cards.
- c. Deliverables #3 1 dissemination plan, including 7 dissemination strategies and activities in the participant countries of the Technical Cooperation

- d. Deliverable #4: User-friendly dissemination products such as brochures, infographics, and presentations, among others (specifications will be outlined in the dissemination plans)
- e. Deliverable #5: 1 Report Card on teacher policies from Shanghai-China, including relevant lessons for Central America (this Report Card should be written in Spanish).
- f. Deliverable #6: Report of the International Teacher Policy Conference

Payment Schedule

Payments will be made according to the following payment Schedule. The Bank will review the quality of each of the products delivered before approving each disbursement:

20%	Upon the delivery and acceptance of Deliverable #1
20%	Upon the delivery and acceptance of deliverable #3
20%	Upon the delivery and acceptance of Deliverable #2
20%	Upon the delivery and acceptance of Deliverable #5
20%	Upon the delivery and acceptance of Deliverable

Qualifications

- *Work Experience:* Knowledge of the challenges faced by the education sector in Central and remarkable technical capacity to supervise the production of Report Cards by local NGOs while contributing to the national and regional debate on teacher policies. Previous experience organizing international conferences.
- *Languages:* Spanish and English
- *Areas of Expertise:* Strong networks with NGOs specialized in education policies in Central America, regional institutions such as the Regional Office of UNESCO (UNESCO/OREALC) and the Educational and Cultural Coordination (CECC/SICA), and the media.
- *Skills:* Capacity to convene NGOs and education authorities with different political backgrounds and unite them towards the goal of promoting effective teacher policies

Characteristics of the Consultancy

- Consultancy category and modality: Consulting Firm
- Contract duration: Twenty-four (24) months
- Place(s) of work: External consultancy
- Division Leader or Coordinator: Education Senior Specialist, EDU/CES

PROCUREMENT PLAN FOR NON-REIMBURSABLE TECHNICAL COOPERATIONS											
Country: Regional						Executing agency: SCL/EDU				Public or private sector: public	
Project number: RG-T2721						Title of Project: Building support for teacher policy reform					
Period covered by the plan: 30 months											
Threshold for ex post review of procurements: n/a						Goods and services (in US\$): 350,000		Consulting services(in US\$): 350,000			
Item No.	Ref. AWP	Description (1)		Estimated contract cost (US\$)	Procurement Method (2)	procurement (ex-ante or ex-post) (3)	Source of financing and percentage		Estimated date of the procurement notice or start of the contract	Technical review by the PTL (4)	Comments
							IDB/MIF %	Local/other %			
		Consulting services									
1		Consulting firm to work with local and regional partners to promote effective teacher policies in the region		340,000	SSS	N/A	100	0	Sep-16		
2		Video of conference		10,000	SSS	N/A	100		Sep-16		
Total				350,000	Prepared by: Katherina Hruskovec			Date: July 27, 2016			
(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) Goods and works: CB: Competitive bidding; PC: Price comparison; DC: Direct contracting.											
(2) Consulting firms: CQS: Selection Based on the Consultants' Qualifications; QCBS: Quality and cost-based selection; LCS: Least Cost Selection; FBS: Selection nder a Fixed Budget; SSS: Single Source Selection; QBS: Quality Based selection.											
(2) Individual consultants: IICQ: International Individual Consultant Selection Based on Qualifications; SSS: Single Source Selection.											
(3) Ex ante/ex post review: 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) Technical review: 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.											