

TERMS OF REFERENCE

Analysis of the School Support Program based on the Korean experience

PE-T1431

Project: Innovating in Education at Scale using Technology

1. Background and Justification

- 1.1 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.
- 1.2 Peru, like many countries in Latin America and the Caribbean (LAC), needs to drastically improve skills levels and reduce inequity in achievement to compete in an increasingly globalized and technological world. Unfortunately, academic achievement remains low and very unequally distributed (Bos et al., 2019). To boost learning levels, there is strong policy interest in exploring innovations that can exploit technological advances to improve educational outcomes at scale.
- 1.3 The Bank is advancing an ambitious agenda with the final goal of supporting governments seeking to transform the delivery of public services using technology. As part of this agenda, the Bank supported an innovative program in Chile called ConectaIdeas, aimed at improving math learning among fourth-grade students. Participating students practiced math exercises in an online platform during two weekly 90-minute learning sessions that took place in regular school time, supported by an external lab coordinator. The program employed an array of gamification strategies including individual and group competitions. The evaluation of this pilot revealed that the program generated large effects on math learning (participating students improved their math learning 50% more compared to students that did not receive the program).
- 1.4 The Education Division and the Research Department of the IDB are advancing a project that seeks to identify the impacts on learning of ConectaIdeas and other different innovations: (i) providing teachers with automatic, personalized reports about their students’ academic achievement; (ii) sending text messages and reminders to parents to promote the use of the online learning platform at home; (iii) organizing motivational sessions for students to convey the idea that intelligence can be developed with study effort. This resulting new and improved program, called the School Support Program, is highly innovative because it integrates and exploits the synergies of novel technology interventions to support the key actors in the learning process.
- 1.5 Due to the common interest in fostering innovation in education, the Bank and the government of Peru are collaborating in implementing an adaptation pilot of the School Support Program in primary schools in Lima during 2020. Moreover, in 2021, a revised version of the School Support program will be implemented at large scale in public schools in Lima.
- 1.6 A consultant firm, with strong expertise in technology in education, will be contracted to identify challenges faced by the School Support Program and provide recommendations regarding potential

improvements. This firm will study the program in detail and use the vast experience that Korea has developed in the area of technology in education to provide recommendations regarding how to strengthen the program.

2. Objectives

- 2.1 This consultancy will entail diagnosing key problems of the School Support Program and proposing potential adjustments that could result in a more effective and scalable program. Also, the consultancy will seek to draw from the unique expertise developed from the Korean experience regarding how to scale up effectively technology in education solutions.

3. Scope of Services

The firm services required are concentrated in three main areas:

- 3.1 Analysis of weaknesses in the School Support Program.
- 3.2 Analysis of the Korean experience regarding the large-scale implementation of technology solutions in educational programs that is relevant to the improvement of the School Support Program.
- 3.3 Production of a final report that documents key problems of the program and potential adjustments. This report must draw from the Korean experience to substantiate the proposed recommendations.

4. Key Activities

The firm is expected to perform the following activities:

- 4.1.** A comprehensive review of the School Support Program and diagnosis of key potential problems. This activity will involve: reviewing documents describing the program, visiting schools in which the program is implemented, discussing with relevant stakeholders (program implementers, research team coordinating the project, public officials at the Ministry of Education, educational experts in Peru, principals, teachers, and students); analyzing the technological aspects of the program (online platform, protocol regarding the text messages sent).
- 4.2.** Analysis of relevant programs and experiences in Korea that can shed light on how to improve the School Support Program. This activity will involve determining which public and private initiatives have sought to improve educational outcomes by strengthening the pedagogical process that are the focus of the School Support Program. The pedagogical process could include: the provision of engaging exercises aligned to the curriculum, the use of gamification strategies to motivate student use of the platform, the provision of reports to teachers and principals to strengthen pedagogical practices, the provision of information to parents to motivate them to support their children, and the implementation of learning activities that seek to increase student motivation by emphasizing the malleability of intelligence and the key role of practice and study effort to improve learning. It will be important to analyze the strategies employed by these

Korean initiatives and the lessons learned from their implementation. A key aspect that should be considered is how to ensure high take-up of the resources provided by the program (e.g. the use of the platform, reports, text messages, and learning lessons).

- 4.3.** Definition of main recommendations to improve the program. This activity will involve using the inputs from the previous two activities to determine the key areas that the program designers and implementers should focus on and potential strategies that can be used to tackle the associated challenges.

5. Expected Outcome and Deliverables

The firm should produce the following deliverables:

- 5.1.** Workplan that describes the activities to be performed for this consultancy.
- 5.2.** Progress report describing initial findings, potential key weaknesses, relevant experiences from Korea and emerging recommendations.
- 5.3.** Final report providing a comprehensive analysis of the program, a description of the relevant initiatives from Korea, and a summary and a detail analysis of the proposed recommendations for program improvement.

6. Project Schedule and Milestones

- 6.1.** The following key milestones should be considered to develop the workplan:

- Workplan that describes the activities to be performed: June 30, 2020
- Initial analysis of the program: July 30, 2020.
- Production of the progress report: September 30, 2020.
- Production of the final report: November 30, 2020.

7. Supervision and Reporting

- 7.1** The services provided will take place between **June 1, 2020 and November 30, 2020** in agreement with the activities described above. The firm shall report directly to the Research Department. All the deliverables should be delivered to Julian Cristia (RES/RES) (jcristia@iadb.org) and to Carolina Mendez (SCL/EDU) (caroliname@iadb.org).
- 7.2** The Bank will provide comments and the Firm will have 2 weeks to incorporate these comments and submit a final version to be eligible for payment. It is the firm's responsibility to ensure that such reports are submitted to the Bank. All the materials and deliverables developed under this consultancy are property of the Inter-American Development Bank.

8. Schedule of Payments

- 8.1.** 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.

Payment Schedule	
<i>Deliverable</i>	<i>%</i>
1. <i>Product described in 5.1</i>	30%
2. <i>Product described in 5.2</i>	30%
3. <i>Product described in 5.3</i>	40%
TOTAL	100%

TERMS OF REFERENCE

Implementation of the adaptation pilot of the School Support Program in 2020

PE-T1431

Project: Innovating in Education at Scale using Technology

1. Background and Justification

- 1.1 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.
- 1.2 Peru, like many countries in Latin America and the Caribbean (LAC), needs to drastically improve skills levels and reduce inequity in achievement to compete in an increasingly globalized and technological world. Unfortunately, academic achievement remains low and very unequally distributed (Bos et al., 2019). To boost learning levels, there is strong policy interest in exploring innovations that can exploit technological advances to improve educational outcomes at scale.
- 1.3 The Bank is advancing an ambitious agenda with the final goal of supporting governments seeking to transform the delivery of public services using technology. As part of this agenda, the Bank supported an innovative program in Chile called ConectaIdeas, aimed at improving math learning among fourth-grade students. Participating students practiced math exercises in an online platform during two weekly 90-minute learning sessions that took place in regular school time, supported by an external lab coordinator. The program employed an array of gamification strategies including individual and group competitions. The evaluation of this pilot revealed that the program generated large effects on math learning (participating students improved their math learning 50% more compared to students that did not receive the program).
- 1.4 The Education Division and the Research Department of the IDB are advancing a project that seeks to identify the impacts on learning of ConectaIdeas complemented with the following additional interventions: (i) providing teachers with automatic, personalized reports about their students’ academic achievement; (ii) sending text messages and reminders to parents to promote the use of the online learning platform at home; (iii) organizing motivational sessions for students to convey the idea that intelligence can be developed with study effort. This resulting new and improved program, called the School Support Program, is highly innovative because it integrates and exploits the synergies of novel technology interventions to support the key actors in the learning process.
- 1.5 Due to the common interest in fostering innovation in education, the Bank and the government of Peru are collaborating in implementing an adaptation pilot of the School Support Program in fourth grade of public, primary schools in Lima during 2020.

2. Objectives

- 2.1 This consultancy will fund the implementation of several interventions included in the School Support program in 42 schools in Lima Peru from June 1, 2020 to November 15, 2020. Importantly, the consultancy will also fund the production of the final reports to document the experience and the lessons learned during the implementation of the pilot.

3. Scope of Services

The firm services required are concentrated in three main areas:

- 3.1 Implementation of the School Support Program as described above.
- 3.2 Data collection to identify key problems and potential solutions that could be used to refine the design of the School Support Program.
- 3.3 Production of final reports to document the experience and the lessons learned during the implementation of the pilot.

4. Key Activities

The firm is expected to perform the following activities:

- 4.1. Implementation of the program in 42 schools between June 1, 2020 to November 15, 2020. Specifically, the following interventions will be implemented: (i) ConectaIdeas: an online learning platform in which students can practice math concepts; (ii) Learning monitoring: involves testing students four times in the year and generating automatic, personalized reports to teachers and principals; (iii) Text messages: involves sending parents text messages to guide them regarding how they can help their children to improve their learning and promoting the use of the ConectaIdeas platform at home; (iv) Growth Mindset: involves implementing three learning sessions in the year that seek to convey the idea to students that study and effort can increase intelligence.
- 4.2. Collection of quantitative data and qualitative findings to be used to identify ways to improve the program.
- 4.3. Production of reports that summarize but also describe in detail the experience of implementing the School Support Program and the lessons learned from the implementation of the program in 42 schools. It is critical that these reports synthesize the major lessons acquired during the implementation of the program, but also describe the more detailed and practical lessons regarding how to tweak the interventions to increase their effectiveness and to ensure that synergies across interventions are exploited.

5. Expected Outcome and Deliverables

The firm should produce the following deliverables:

- 5.1. Progress report describing advances in the execution of the activities, problems identified and potential solutions.
- 5.2. Final report describing the main lessons learned during the implementation of the School Support Program in 42 schools. This report should combine quantitative and qualitative findings useful to adjust the program to increase its effectiveness.

6. Project Schedule and Milestones

6.1. The following key milestones should be considered to develop the workplan:

- Pilot implementation: June 1, 2020 – November 15, 2020.
- Production of the progress report: August 30, 2020.
- Production of the final report of the pilot: December 20, 2020.

7. Supervision and Reporting

- 7.1 The services provided will take place between **June 1, 2020 and December 20, 2020** in agreement with the activities described above. The firm shall report directly to the Research Department. All the deliverables should be delivered to Julian Cristia (RES/RES) (jcristia@iadb.org) and to Carolina Mendez (SCL/EDU) (caroliname@iadb.org).
- 7.2 The Bank will provide comments and the Firm will have 2 weeks to incorporate these comments and submit a final version to be eligible for payment. It is the firm's responsibility to ensure that such reports are submitted to the Bank. All the materials and deliverables developed under this consultancy are property of the Inter-American Development Bank.

8. Schedule of Payments

- 8.1. 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.

Payment Schedule	
<i>Deliverable</i>	<i>%</i>
1. <i>Identification of the schools and staff implementing the program</i>	30%
2. <i>Product described in 5.1</i>	40%
3. <i>Product described in 5.2</i>	30%
TOTAL	100%

TERMS OF REFERENCE

Large-scale implementation of the School Support Program in 2021

PE-T1431

Project: Innovating in Education at Scale using Technology

1. Background and Justification

- 1.1** 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.
- 1.2** Peru, like many countries in Latin America and the Caribbean (LAC), needs to drastically improve skills levels and reduce inequity in achievement to compete in an increasingly globalized and technological world. Unfortunately, academic achievement remains low and very unequally distributed (Bos et al., 2019). To boost learning levels, there is strong policy interest in exploring innovations that can exploit technological advances to improve educational outcomes at scale.
- 1.3** The Bank is advancing an ambitious agenda with the final goal of supporting governments seeking to transform the delivery of public services using technology. As part of this agenda, the Bank supported an innovative program in Chile called ConectaIdeas, aimed at improving math learning among fourth-grade students. Participating students practiced math exercises in an online platform during two weekly 90-minute learning sessions that took place in regular school time, supported by an external lab coordinator. The program employed an array of gamification strategies including individual and group competitions. The evaluation of this pilot revealed that the program generated large effects on math learning (participating students improved their math learning 50% more compared to students that did not receive the program).
- 1.4** The Education Division and the Research Department of the IDB are advancing a project that seeks to identify the impacts on learning of ConectaIdeas complemented with the following additional interventions: (i) providing teachers with automatic, personalized reports about their students’ academic achievement; (ii) sending text messages and reminders to parents to promote the use of the online learning platform at home; (iii) organizing motivational sessions for students to convey the idea that intelligence can be developed with study effort. This resulting new and improved program, called the School Support Program, is highly innovative because it integrates and exploits the synergies of novel technology interventions to support the key actors in the learning process.

- 1.5** During 2020, an adaptation pilot of the School Support Program was implemented in 42 schools in Lima. The execution of this pilot has generated a number of lessons that has been incorporated to refine and improve the design and implementation plans of the School Support Program.
- 1.6** In 2021, the Bank and the government of Peru are collaborating in the implementation and evaluation at large-scale of the School Support Program. The program will be implemented in fourth grade in public, primary schools in Lima. An experimental evaluation with school-level assignment will be implemented with a target sample of 80 treatment schools and 80 control schools.

2. Objectives

- 2.1** This consultancy will fund the large-scale implementation of the School Support Program in 80 public, primary schools in Lima, Peru from March 15, 2021 to November 15, 2021. The consultancy will fund all the necessary activities needed to ensure a high-quality implementation of the program in the target schools. Moreover, the consultancy will include the identification of the 160 schools that will participate in the experimental evaluation.

3. Scope of Services

The firm services required are concentrated in three main areas:

- 3.1** Identification of schools to participate in the experimental evaluation.
- 3.2** Implementation of the School Support Program as described above.
- 3.3** Production of final reports to document the large-scale implementation, the main challenges faced, solutions tried, and overall lessons learned.

4. Key Activities

The firm is expected to perform the following activities:

- 4.1.** Identification of the schools that have the necessary conditions to implement the program.
- 4.2.** Implementation of the program in 80 schools between Mar 1, 2021 to November 15, 2021. Specifically, the following interventions will be implemented: (i) ConectaIdeas: an online learning platform in which students can practice math concepts; (ii) Learning monitoring: involves testing students four times in the year and generating automatic, personalized reports to teachers and principals; (iii) Text messages: involves sending parents text messages to guide them regarding how they can help their children to improve their learning and promoting the use of the ConectaIdeas platform at home; (iv) Growth Mindset: involves implementing three learning sessions in the year that seek to convey the idea to students that study and effort can increase intelligence.
- 4.3.** Production of reports that summarize but also describe in detail the implementation of the School Support Program in 80 school and the lessons learned.

5. Expected Outcome and Deliverables

The firm should produce the following deliverables:

- 5.1. First progress report describing advances in the execution of the activities, problems identified and potential solutions.
- 5.2. Second progress report on the implementation of the School Support Program describing activities carried out and problems identified.
- 5.3. A final report describing the execution of the activities, problems identified, and potential solutions during the final phase of implementation of the School Support Program. This report will also include the final versions of the detailed implementation protocols for each of the interventions included in the project.

6. Project Schedule and Milestones

6.1. The following key milestones should be considered to develop the workplan:

- Identification of the schools that will participate in the evaluation: Oct 1, 2020 – Feb 28, 2021
- Implementation: Mar 1, 2021 – November 15, 2021.
- Production of the first progress report: April 30, 2021.
- Production of the second progress report: July 30, 2021.
- Production of the final report of the implementation: December 15, 2021.

7. Supervision and Reporting

- 7.1 The services provided will take place between **Oct 1, 2020 and December 15, 2021** in agreement with the activities described above. The firm shall report directly to the Research Department. All the deliverables should be delivered to Julian Cristia (RES/RES) (jcristia@iadb.org) and to Carolina Mendez (SCL/EDU) (caroliname@iadb.org).
- 7.2 The Bank will provide comments and the Firm will have 2 weeks to incorporate these comments and submit a final version to be eligible for payment. It is the firm's responsibility to ensure that such reports are submitted to the Bank. All the materials and deliverables developed under this consultancy are property of the Inter-American Development Bank.

8. Schedule of Payments

- 8.1. 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.

Payment Schedule	
<i>Deliverable</i>	<i>%</i>

1. <i>Identification of the schools and staff implementing the program</i>	25%
2. <i>Product described in 5.1</i>	25%
3. <i>Product described in 5.2</i>	25%
4. <i>Product described in 5.3</i>	25%
TOTAL	100%

TERMS OF REFERENCE

Data collection to measure the impacts of the School Support Program (baseline)

PE-T1431

Project: Innovating in Education at Scale using Technology

1. Background and Justification

- 1.1.** 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.
- 1.2.** Peru, like many countries in Latin America and the Caribbean (LAC), needs to drastically improve skills levels and reduce inequity in achievement to compete in an increasingly globalized and technological world. Unfortunately, academic achievement remains low and very unequally distributed (Bos et al., 2019). To boost learning levels, there is strong policy interest in exploring innovations that can exploit technological advances to improve educational outcomes at scale.
- 1.3.** The Bank is advancing an ambitious agenda with the final goal of supporting governments seeking to transform the delivery of public services using technology. As part of this agenda, the Bank supported an innovative program in Chile called ConectaIdeas, aimed at improving math learning among fourth-grade students. Participating students practiced math exercises in an online platform during two weekly 90-minute learning sessions that took place in regular school time, supported by an external lab coordinator. The program employed an array of gamification strategies including individual and group competitions. The evaluation of this pilot revealed that the program generated large effects on math learning (participating students improved their math learning 50% more compared to students that did not receive the program).
- 1.4.** The Education Division and the Research Department of the IDB are advancing a project that seeks to identify the impacts on learning of ConectaIdeas complemented with the following additional interventions: (i) providing teachers with automatic, personalized reports about their students’ academic achievement; (ii) sending text messages and reminders to parents to promote the use of the online learning platform at home; (iii) organizing motivational sessions for students to convey the idea that intelligence can be developed with study effort. This resulting new and improved program, called the School Support Program, is highly innovative

because it integrates and exploits the synergies of novel technology interventions to support the key actors in the learning process.

- 1.5. During 2020, an adaptation pilot of the School Support Program was implemented in 42 schools in Lima. The execution of this pilot has generated a number of lessons that has been incorporated to refine and improve the design and implementation plans of the School Support Program.
- 1.6. In 2021, the Bank and the government of Peru are collaborating in the implementation and evaluation at large-scale of the School Support Program. The program will be implemented in fourth grade in public, primary schools in Lima. An experimental evaluation with school-level assignment will be implemented with a target sample of 80 treatment schools and 80 control schools.
- 1.7. To estimate program effects, the coordinating team at the IDB will contract a data collection in the schools participating in the study. Specifically, it will be required data collection at baseline, to measure math achievement, students' characteristics, and other dimensions that can be affected by the program.

2. Objectives

- 2.1. This consultancy aims to collect data at baseline to be used to assess the effects of the School Support Program on learning achievement and other outcomes.

3. Scope of Services

The firm services required are concentrated in two main areas:

- 3.1. Design of tests of academic achievement in math. To provide this service the firm should have experience and specific expertise in the production of tests that seek to measure academic achievement of primary school students in math.
- 3.2. Data collection to analyze technology in education programs. To provide this service the firm should have experience and specific expertise in collecting educational data in primary schools. This involves the selection, training and supervision of enumerators and data entry clerks. Moreover, the firm should have developed protocols to ensure high quality along the complete process of data collection. The firm should have expertise in the collection of data in programs that use technology to improve educational outcomes. The firm should also have a fluid relationship with the different areas in the Ministry of Education relevant to the data collection activity.

4. Key Activities

4.1. The firm is expected to perform the following three main activities:

4.1.1. Design of Math tests for the fourth graders participating in the study. The Math test should measure learning in the topics covered in the Peruvian curriculum.

4.1.2. Design of survey instruments for students, parents, and teachers that must include questions about socioeconomic characteristics and other outcomes that can be affected by the program such as preferences for team work, math anxiety and self-perception of math proficiency. These instruments should be designed so that the collected data can be used to analyze how and why the program is producing (or not) effects on the intermediate and final outcomes. The development of these instruments should be made in close collaboration with the IDB coordinating team.

4.1.3. Data collection in the participating schools and production of the data sets for the baseline evaluation. This will include contacting the schools, selecting and training the enumerators, deploying the enumerators so that they apply the instruments, digitalization of the tests and surveys, revision of the data sets and the production of a survey report.

4.2. The firm should follow all necessary steps to ensure that the data collection yields information of the highest quality.

5. Expected Outcome and Deliverables

The firm should produce the following deliverables:

5.1. A workplan that describes the activities to be performed for this consultancy

5.2. Documents containing the math tests to be applied (including the list of correct answers), survey instruments and manuals for enumerators.

5.3. A final report that describes the activities implemented and issues arisen during the data collection.

6. Project Schedule and Milestones

6.1. The following key milestones should be considered to develop the workplan:

- The design of the tests and surveys to be applied: October 1, 2020- February 28, 2021
- Selection and training of enumerators: February 1, 2021-February 28, 2021
- Data collection: March 1, 2021 – April 1, 2021
- Production of data sets: April 30, 2021
- Production of final report: April 30, 2021

7. Supervision and Reporting

7.1 The services provided will take place between **October 1, 2020 and April 30, 2021** in agreement with the key milestones described above. The firm shall report directly to the Research Department.

All the deliverables should be delivered to Julian Cristia (RES/RES) (jcristia@iadb.org) and to Carolina Mendez (SCL/EDU) (caroliname@iadb.org).

7.2 The Bank will provide comments and the consultant will have 2 weeks to incorporate these comments and submit a final version to be eligible for payment. It shall be Firm's responsibility for ensuring that such reports are submitted to the Bank. All the materials and deliverables developed under this constancy are property of the Inter-American Development Bank.

8 Schedule of Payments

8.1 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.

Payment Schedule	
<i>Deliverable</i>	%
1. <i>Product described in 5.1</i>	30%
2. <i>Product described in 5.2</i>	40%
3. <i>Product described in 5.3</i>	30%
TOTAL	100%

TERMS OF REFERENCE

Research analysis of the implementation pilot of the School Support Program in 2020

PE-T1431

Project: Innovating in Education at Scale using Technology

1. Background and Justification

- 1.1** 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.
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- 1.4** The Education Division and the Research Department of the IDB are advancing a project that seeks to identify the impacts on learning of ConectaIdeas and other different innovations: (i) providing teachers with automatic, personalized reports about their students’ academic achievement; (ii) sending text messages and reminders to parents to promote the use of the online learning platform at home; (iii) organizing motivational sessions for students to convey the idea that intelligence can be developed with study effort. This resulting new and improved program, called the School Support Program, is highly innovative because it integrates and exploits the synergies of novel technology interventions to support the key actors in the learning process.
- 1.5** Due to the common interest in fostering innovation in education, the Bank and the government of Peru are collaborating in implementing an adaptation pilot of the School Support Program in fourth grade of public, primary schools in Lima during 2020.

2. Objectives

- 2.1** This consultancy aims to support the research team in the work of cleaning data sets and producing analysis to monitor progress in the implementation of the School Support Program in Lima in 2020. In particular, the consultancy should use the rich, granular data generated by the learning platform to determine levels, trends, and patterns of use.

3. Key Activities

The selected candidate must:

- 3.1.** Clean administrative and primary datasets and create all indicators required for monitoring the advances of the School Support Program.
- 3.2.** Write well-documented, reproducible code for data cleaning, descriptive statistics, regression analysis, data visualization, and any other analysis as per project needs
- 3.3.** Manage databases, integrating various data sources. For example, project monitoring data, administrative data from standardized tests, and survey data.
- 3.4.** Conduct literature review and syntheses. Contribute to the development of reports and policy briefs and other writing and editing tasks.

4. Expected Outcome and Deliverables

The research team will periodically evaluate the outcomes of the activities mentioned in the previous point (tables, graphs, and the research paper). The contractor will provide two progress report, a final report and must attend regular meetings with the research team.

All reports must be submitted to the Bank in an electronic file. The report must include a cover page, main document, and all annexes. Files in Zip format will not be accepted as final reports due to the regulations of the Archives Management Section.

5. Skills Required

- 5.1. Citizenship:** Citizen of one of our 48 IDB-member countries
- 5.2. Academic specialization:** A Master's degree in economics
- 5.3. Experience:** A minimum of two years' experience in statistical and econometric analysis related to the economics of education, and experience working with administrative and survey data
- 5.4. Technical skills:** Advanced skills using Stata for data processing and analysis.
- 5.5. Language:** Written and oral communications skills in English and Spanish

6. Characteristics of the Consultancy

- 6.1.** Type of contract and modality: PEC

6.2. Length of contract: Six (6) months

6.3. Starting date: June 1, 2020

6.4. Place(s) of work: External Consultancy, Lima - Peru

6.5. Responsible persons: Julian Cristia (RES/RES) and Carolina Mendez (SCL/EDU) (caroliname@iadb.org).

7. Schedule of Payments

7.1. Payment terms will be based on deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required.

Payment Schedule	
<i>Deliverable</i>	%
1. <i>Contract signature</i>	25%
2. <i>Progress report 1</i>	25%
3. <i>Progress report 2</i>	25%
4. <i>Final report and completion of TDRs</i>	25%
TOTAL	100%

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

Consanguinity: Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the Bank as staff members or Complementary Workforce contractual, will not be eligible to provide services for the Bank.

Diversity: The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity based on 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.