

## HRD Terms of Reference

**Job Title:** Consultant for the design of a behavior change campaign

JA-T1207 - Digital Transformation for Teaching and Learning

### **Background of this search:**

From March 2020 to March 2022, education services were disrupted in Jamaica due to the pandemic. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation imperative. The provision of education faced important challenges, one of them being teacher preparation to use technology effectively. Even before the pandemic, the Fourth Industrial Revolution introduced the demand for new occupations and 21st century skills, such as digital, socio-emotional and lifelong learning skills.

As face-to-face classes resumed in Jamaica, teachers slowly returned to their old ways of teaching. However, the speed of the digital transformation of teaching and learning forced by the pandemic has made these skills imperative for countries in order to remain competitive and better participate in the global economy. Digital skills continue to be a crucial element for the provision of quality education and countries' human capital development and sustainable growth.

Jamaica's Ministry of Education and Youth (MOEY) has developed a national digital transformation roadmap for education. The roadmap includes four policy goals: (1) Transforming the Teaching and Learning Process; (2) Learning Opportunities for all; (3) Efficient Management and Administration of the Education System; (4) Promoting the Development of ICT Innovations. The IDB is supporting the MOEY in activities aimed at achieving goals 1 and 4. The MOEY is committed to supporting teachers to continue using technology in their teaching pedagogy.

The objective of this consultancy is to design a behavior change campaign to encourage teachers to use digital skills in both face-to-face and hybrid classes.

### **The team's mission:**

[The Social Sector \(SCL\)](#) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

The IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

- (i) ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives;
- (ii) strengthen quality and relevance assurance mechanisms;
- (iii) consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness, and coverage of skills development opportunities;
- (iv) take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- (v) actively promote the generation and use of evidence to inform decisions about skills development.

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### **What you'll do:**

1. Conduct a desk review on existing communication materials related to 21<sup>st</sup> century skills (including digital, socio-emotional and lifelong learning skills) and hybrid teaching and learning. Identify common themes to be emphasized in the behavioral change campaign
2. Organize and conduct a focus group of teachers to better understand: (i) where teachers' motivations are; (ii) why they may be reluctant to continue using digital mediums; (iii) which conditions would make them feel more comfortable to increase their use of technology. This will involve:
  - Identification of an inclusive and diverse group of critical actors, in articulation with the MOEY.
  - Preparation of relevant questions and materials to be used, such as questionnaires, PowerPoint presentations, agenda, etc.
  - Development of report with main findings.
3. Design the behavior change campaign strategy, leveraging best practice methods for reach and frequency. This will include:
  - Definition of the profile of the audience the campaign is going to target.
  - Definition of the characteristics of the communication strategy: layout, format (print, digital social media -Whatsapp, Facebook, Instagram-, television, etc.) and periodicity.
  - The conceptualization of the contents/ narrative of the campaign to capture the audience's attention.
  - The initial design of promotional materials and activities (banners, posters, web campaign, photo/drawing essays, scripts for videos, etc).
  - The definition of projected costs, including production costs and anticipated implementation costs (airtime, printing, workshops and other related costs).
4. Hold meetings with the IDB team and the MOEY to report on the progress of the consulting activities.
5. Design of Terms of Reference (TORs) for the consultant/ firm that will implement and monitor the campaign (if applicable).

### **DELIVERABLES AND PAYMENTS TIMELINE:**

Deliverable 1. Workplan for the consultancy, including a delivery schedule of activities and products.

Deliverable 2. Report on communication materials related to 21<sup>st</sup> century skills and hybrid teaching and learning.

Deliverable 3. Report describing main discussions and findings from the focus group of teachers, as well as list of participants.

Deliverable 4. Draft Behavior change campaign strategy to be presented to the MOEY.

Deliverable 5. Final Behavior change campaign strategy with feedback from the MOEY, including Terms of Reference (TORs) for the consultant/ firm that will carry out the campaign (if applicable).

<b>Deliverable</b>	<b>Payment Schedule</b>
<b>Deliverable 1</b>	<b>10%</b>
<b>Deliverable 2</b>	<b>20%</b>
<b>Deliverable 3</b>	<b>20%</b>
<b>Deliverable 4</b>	<b>40%</b>
<b>Deliverable 5</b>	<b>10%</b>

### **What you'll need:**

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**Citizenship:**

- International: You are a citizen of one of our 48-member countries.

**Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

**Education:** Master's Degree or equivalent in Communications, Human Resources Management, Marketing or related social sciences.

**Experience:** A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience.

**Languages:** Fluent in English.

**Core and Technical Competencies:** Capability and proven experience in developing and executing public awareness strategies and/or communication campaigns. Demonstrated ability to work with minimum supervision, be dynamic, proactive and creative. Ability to manage several tasks simultaneously. Hands-on and action-oriented approach. Good organizational and coordinating skills. Strong oral and written communication skills. Strong interpersonal skills. Ability to work on teams and in an intercultural environment is a must. Knowledge of the education sector is a plus.

**Opportunity Summary:**

Type of contract: Product External Consultancy, Lum Sum

Length of contract:

Starting date:

Location: External

Responsible person: Cynthia Hobbs, Lead Education Specialist, SCL-EDU

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.

Travel: No

**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're committed to improving lives. Since 1959, we've 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.**

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**Job Title:** Consultant for the analysis of results of digital competence self-assessment tool (Guía Edutec)

JA-T1207 – Digital Transformation for Teaching and Learning

### **Background of this search:**

From March 2020 to March 2022, education services were disrupted in Jamaica due to the pandemic. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation an imperative. The provision of education faced important challenges, one of them being teacher preparation to use technology effectively. Even before the pandemic, the Fourth Industrial Revolution introduced the demand for new occupations and 21<sup>st</sup> century skills, such as digital, socio-emotional and lifelong learning skills. The speed of the digital transformation of teaching and learning forced by the pandemic has made these demands an imperative for countries in order to remain competitive and better participate in the global economy. Digital skills continue to be a crucial element for the provision of quality education and countries' human capital development and sustainable growth.

The IDB team has been working on a digital competence self-assessment tool for the evaluation of teachers' digital knowledge and skills. The Edutec Guide consists of 23 multiple-choice questions that evaluate 12 digital competences at 5 levels of appropriation. Based on users' answers, it offers immediate personalized feedback identifying strengths and needs. Feedback also includes recommended educational resources (courses, videos, infographics, etc.) specially tailored to each user's needs to further develop their digital knowledge and skills.

The objective of JA-T1207, Digital Transformation for Teaching and Learning, is to support Jamaica's Ministry of Education and Youth (MOEY) in rolling out activities to advance its national digital transformation roadmap for education. The roadmap includes four policy goals: (1) Transforming the Teaching and Learning Process; (2) Learning Opportunities for all; (3) Efficient Management and Administration of the Education System; (4) Promoting the Development of ICT Innovations. The focus of this TC is on goals 1 and 4.

The objective of this consultancy is to support the analysis of results of the diagnostic self-assessment tool.

### **The team's mission:**

[The Social Sector \(SCL\)](#) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

The IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

- (i) ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives;
- (ii) strengthen quality and relevance assurance mechanisms;
- (iii) consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness, and coverage of skills development opportunities;

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- (iv) take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- (v) actively promote the generation and use of evidence to inform decisions about skills development.

### **What you'll do:**

1. Collect information on the digital competence self-assessment tool for the evaluation of teachers' digital knowledge and skills (Guía Edutec).
2. Prepare a digitized database containing the information, ensuring the consistency of the data. Deliver 100% of the database in a statistical package format (STATA, Python, R). Include the corresponding codebook.
3. Carry out an analysis of main results. This should include the assessment of teachers' main strengths and barriers in terms of digital knowledge and skills. Present results at the country level and also differentiating by education region and Quality Education Circle (QEC).
4. Develop a report with findings. This report should highlight teachers' needs in terms of professional development and training of 21<sup>st</sup> century skills.
5. Develop a PowerPoint presentation with main findings and present it to the MOEY and the IDB team.
6. Hold audio/ videoconference meetings with the IDB team and the MOEY to report on the progress of the consulting activities.

### **DELIVERABLES AND PAYMENTS TIMELINE:**

Deliverable 1. Workplan for the consultancy, including a delivery schedule of activities and products.

Deliverable 2. Digitized database with corresponding codebook.

Deliverable 3. Report and PowerPoint presentation describing main findings and recommendations on teachers' needs in terms of professional development and training of 21<sup>st</sup> century skills.

Deliverable	Payment Schedule
<b>Deliverable 1</b>	<b>15%</b>
<b>Deliverable 2</b>	<b>40%</b>
<b>Deliverable 3</b>	<b>45%</b>

### **What you'll need:**

#### **Citizenship:**

- You are a citizen of one of our 48-member countries.

**Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

**Education:** Master's Degree or equivalent in Education, Economics, Public Policy or related social sciences.

**Experience:** A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience.

**Languages:** Fluent in English.

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**Core and Technical Competencies:** Strong research background and analytical abilities. Extensive experience manipulating datasets using STATA or other statistical software. Excellent writing skills in English. Hands-on and action-oriented approach. Ability to work independently on the basis of general instructions and as part of multidisciplinary and multi-cultural teams. Ability to manage several tasks simultaneously. Background in education is a plus.

**Opportunity Summary:**

Type of contract: Product External Consultancy, Lum Sum

Length of contract:

Starting date:

Location: External

Responsible person: Cynthia Hobbs, Lead Education Specialist, SCL-EDU

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.

Travel: No

**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're committed to improving lives. Since 1959, we've 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.**

**TERMS OF REFERENCE****Consultancy for the curation of resources for digital competence self-assessment tool (Guía Edutec)**

JAMAICA

[Approval Number]

TC JA-T1207

[Web link to approved document]

Digital Transformation for Teaching and Learning

**1. Background and Justification**

- 1.1. The team's mission: The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.
- 1.2. The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low-income students. The IDB's private sector window also finances projects to expand educational opportunities for low-income students.
- 1.3. We support Latin American and Caribbean countries to ensure that:
  - 1) High expectations guide education services.
  - 2) Students entering the system are ready to learn.
  - 3) All students have access to effective teachers.
  - 4) All schools have adequate resources and can use them for learning; and
  - 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.
- 1.4. From March 2020 to March 2022, education services were disrupted in Jamaica due to the pandemic. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation imperative. The provision of education faced important challenges, one of them being teacher preparation to use technology effectively. Even before the pandemic, the Fourth Industrial Revolution introduced the demand for new occupations and 21st century skills, such as digital, socio-emotional and lifelong learning skills. The speed of the digital transformation of teaching and learning forced by the pandemic has made these demands an imperative for countries in order to remain competitive and better participate in the global economy. Digital skills continue to be a crucial element for the provision of quality education and countries' human capital development and sustainable growth.
- 1.5. The IDB team has been working on a digital competence self-assessment tool for the evaluation of teachers' digital knowledge and skills. The Edutec Guide consists of 23 multiple-choice questions that evaluate 12 digital competences at 5 levels of appropriation. Based on users'



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answers, it offers immediate personalized feedback identifying strengths and needs. Feedback also includes recommended educational resources (courses, videos, infographics, etc.) specially tailored to each user's needs to further develop their digital knowledge and skills.

- 1.6. The general objective of the Digital Transformation for Teaching and Learning project (JA-T1207) is to support Jamaica's Ministry of Education and Youth (MOEY) in rolling out activities to advance the Ministry's national digital transformation roadmap for education. The roadmap includes four policy goals: (1) Transforming the Teaching and Learning Process; (2) Learning Opportunities for all; (3) Efficient Management and Administration of the Education System; (4) Promoting the Development of ICT Innovations. The focus of this project is on goals 1 and 4.

### **2. Objectives**

- 2.1. The objective of this consultancy is to support the curation of educational resources in line with Jamaica's teachers' reported needs in terms of digital knowledge and skills. This will strengthen the English version of the digital competence self-assessment tool, Guía Edutec, providing teachers in Jamaica with recommended educational resources (courses, videos, infographics, etc.) specially tailored to their needs to further develop their digital knowledge and skills.

### **3. Scope of Services**

- 3.1. The selected consultant firm will curate resources that relate to each level of the 12 digital competences of the Edutec Guide and that are relevant to the English-speaking Caribbean context, delivering a tailored version of the Guide for the region. The main purpose of the consultancy is to improve Jamaican teachers' digital knowledge and skills. This will be accomplished through the following activities:

### **4. Key Activities**

- 4.1. Become acquainted with the conceptual framework that supports the Edutec Guide self-assessment tool for teachers.
- 4.2. Explore the tool to understand how it works, especially in terms of the curated resources related to each competence level, included in the personalized feedback. Explore and understand the 12 digital competences and the respective rubrics for each level of appropriation (total of 60 = 12 competences for each of the 5 levels).
- 4.3. Conduct a scan of educational resources currently available to educators in Jamaica.
- 4.4. Match available educational resources in Jamaica to the adequate rubric for each of the 12 competencies in the self-assessment tool. Identify gaps.
- 4.5. Select and curate open and free educational resources (courses, videos, infographics, etc.) in English that relate to each level of the 12 digital competences of the Edutec Guide and are relevant to the English-speaking Caribbean context. These should be in the adequate format.
- 4.6. Review and adapt the self-assessment tool to include the curated resources in the feedback section.
- 4.7. Hold audio/ videoconference meetings with the IDB team and the MOEY to report on the progress of the consulting activities.

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### 5. Expected Outcome and Deliverables

5.1. The following general deliverables are expected:

- Deliverable 1. Workplan for the consultancy, including a delivery schedule of activities and products.
- Deliverable 2. Curated resources that relate to each level of the 12 digital competences of the Edutec Guide and are relevant to the English-speaking Caribbean context.
- Deliverable 3. Tailored version of the Edutec Guide for the English-speaking Caribbean context, including the curated resources in the feedback section.

### 6. Project Schedule and Milestones

6.1. Presentations and documents in accordance with the above activities and the Education Division requirements.

6.2. Starting date: January 2023.

### 7. Reporting Requirements

7.1. All reports will be delivered in digital form and in English.

### 8. Acceptance Criteria

8.1. The acceptance of deliverables will be approved by the Education Division through a confirmation email.

### 9. Other Requirements

9.1. The consulting firm is expected to participate in regular meetings among IDB and the MOEY. The frequency of meetings will be determined at the start of the consultancy.

### 10. Supervision and Reporting

10.1. Each deliverable will be approved by the IDB Education Team.

### 11. Schedule of Payments

11.1. Payment terms will be based on project milestones or deliverables listed below:

<b>Deliverable</b>	<b>Payment Schedule</b>
<b>Deliverable 1.</b> Workplan for the consultancy, including a delivery schedule of activities and products.	20%
<b>Deliverable 2.</b> Curated resources that relate to each level of the 12 digital competences of the Edutec Guide and are relevant to the English-speaking Caribbean context.	30%
<b>Deliverable 3.</b> Tailored version of the Edutec Guide for the English-speaking Caribbean context, including the curated resources in the feedback section.	50%

**TERMS OF REFERENCE****Consultancy for teacher training and mentoring program**

JAMAICA

[Approval Number]

TC JA-T1207

[Web link to approved document]

Digital Transformation for Teaching and Learning

**12. Background and Justification**

12.1. The team's mission: The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

12.2. The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low-income students. The IDB's private sector window also finances projects to expand educational opportunities for low-income students.

12.3. We support Latin American and Caribbean countries to ensure that:

- 1) High expectations guide education services.
- 2) Students entering the system are ready to learn.
- 3) All students have access to effective teachers.
- 4) All schools have adequate resources and can use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

12.4. From March 2020 to March 2022, education services were disrupted in Jamaica due to the pandemic. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation imperative. The provision of education faced important challenges, one of them being teacher preparation to use technology effectively. According to PISA data for 2018, only 54 percent of students in Latin America were enrolled in schools whose teachers had the technical and pedagogical skills necessary to integrate digital devices in instruction, as reported by school principals (in comparison with the OECD average of 65 percent and Mexico, the highest with 76 percent).

12.5. Even before the pandemic, the Fourth Industrial Revolution introduced the demand for new occupations and 21st century skills, such as digital, socio-emotional and lifelong learning skills. The speed of the digital transformation of teaching and learning forced by the pandemic has made these demands an imperative for countries in order to remain competitive and better participate in the global economy. Digital skills continue to be a crucial element for the provision of quality

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education and countries' human capital development and sustainable growth.

12.6. The IDB team has been working on a digital competence self-assessment tool for the evaluation of teachers' digital knowledge and skills. The Edutec Guide consists of 23 multiple-choice questions that evaluate 12 digital competences at 5 levels of appropriation. Based on users' answers, it offers immediate personalized feedback identifying strengths and needs. These results are a crucial input to inform decisions regarding focus areas for national teacher training programs.

12.7. The general objective of the Digital Transformation for Teaching and Learning project (JA-T1207) is to support Jamaica's Ministry of Education and Youth (MOEY) in rolling out activities to advance the Ministry's national digital transformation roadmap for education. The roadmap includes four policy goals: (1) Transforming the Teaching and Learning Process; (2) Learning Opportunities for all; (3) Efficient Management and Administration of the Education System; (4) Promoting the Development of ICT Innovations. The focus of this project is on goals 1 and 4.

### **13. Objectives**

13.1. The objective of this consultancy is to design and deliver a teacher training and coaching program for teacher trainers in teacher training institutes (TTIs) and lead teachers in Jamaica to support professional development and training in digital transformation. Training modules and materials will be defined based on the results of the Edutec Guide, which will point to the most critical needs of teachers in the country in terms of digital knowledge and skills. At the end of the program, teacher trainers and lead teachers in Jamaica will be equipped to train other teachers in the country. Participants for the initial training will be selected by the MOEY.

### **14. Scope of Services**

14.1. The selected consultant firm will provide practical courses on relevant high-quality digital education based on proven pedagogical methods. Topics will be defined according to the results of the Edutec Guide. The firm will also offer a mentoring program to sponsor, encourage, and advise participants on the further promotion of their professional development. The main purpose of the consultancy is to improve teacher trainers and lead teachers' digital knowledge and skills. They will be trained to ensure the adoption of digital knowledge and tools for long-term training benefits in the country. This will be accomplished through the following activities:

### **15. Key Activities**

15.1. Facilitation of the planning and implementation of training for teacher trainers and lead teachers. The consulting firm will:

0. Design a modular teacher training program on digital education. Topics will be defined based on the results of the Edutec Guide.
1. Develop and/or provide access to the digital platforms hosting the training program.
2. Design assessment activities to evaluate learning and progress.
3. The successful completion of the program should result in a certificate/ diploma that is recognized by the MOEY and TTIs. A certificate of participation could be issued for persons who do not fulfill all the requirements/ assignments.

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4. The training should start with more introductory courses, that will evolve in depth and detail throughout the training period.
5. Organize a launch workshop/ event (virtual) with the MOEY, Teacher Training Institutes and the IDB at the onset of the program. Develop a logo and all materials for the launch event.
6. Organize a closing/ graduation ceremony at the end of the program for all participants, MOEY, TTIs, and the IDB.

### 15.2. Mentoring/ Coaching Program for teacher trainers in TTIs and lead teachers and institutionalization at the TTIs involved:

1. Develop a mentoring package for lead teachers which should include a detailed description of the technical support that will be provided to sponsor, encourage, and advise the participants to further promote their professional development. Each teacher should have at least 15 hours of personal coaching. 1 coach per 15 students/ participants.
2. Develop a mentoring package for teacher trainers/ the participating faculty of the teacher training institutes, to ensure they are equipped to provide the training in their courses. Each teacher trainer should have at least 20 hours of coaching.
3. Create a workflow and system for training registration, monitoring completion and follow-up of participants.
4. At the end of the program, teacher trainers and lead teachers will have the methodology and approaches institutionalized to continue with mentor/ coaching programs.

### 15.3. Support for the design and development of long-term training strategies for continuous professional development for lead teachers and teacher trainers. The consulting firm will:

- Gather program results and feedback to improve future courses. This should include a qualitative analysis of written feedback and post-participation satisfaction surveys. The surveys will be implemented online following the teacher training programs and during the mentoring instances. Also, an analysis in terms of participants' enrollment and drop-out should be included. This information will be gathered after each module and will serve as an input for the following one.

### 15.4. Develop and implement a methodology that allows for close monitoring of the professional development/ growth of program participants.

- For lead teachers:
  - Collect baseline information on each participants' digital skills and classroom practices (in person or on-line) for agreed upon indicators.
  - Conduct a mid-term assessment of each participant.
  - Conduct a final assessment to see if the methods taught in the program are being applied. This should be done in collaboration with the MOEY.
- For teacher trainers:
  - Collect baseline information for agreed upon indicators.
  - Collect data at mid-term point on any changes in TTIs' training programs for agreed upon indicators.

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- Conduct final assessments in the use of training to modify training programs for pre-service teachers.
- Ensure transfer of training materials and coaching program to TTIs.

### 16. Expected Outcome and Deliverables and Timelines

16.1. The following general deliverables are expected:

Deliverables and timelines	
Deliverables	Time
<b>DELIVERABLE 1</b> Submission and approval of preliminary workplan 30 days following contract signing.	30 days following signature of contract
<b>DELIVERABLE 2</b> Submission and approval of modular teacher training program on digital education.	2 months after the signature of the contract
<b>DELIVERABLE 3</b> First progress report 3 months after start-up of the training program and mentorship initiative. The progress report should include: list of participants, learning analytics of participants, baseline information, indicators for monitoring (baseline), course materials covered, and mentorship sessions (list of participants, frequency, topics discussed). Organization of launch of program workshop (virtual).	5 months after signature of contract
<b>DELIVERABLE 4</b> Progress report after 8 months, of training including: list of participants, learning analytics of participants, baseline information, progress on indicators for monitoring, course materials covered, and mentorship sessions (list of participants, frequency, topics discussed). The report should also speak to possible changes introduced at teacher training institutes.	10 months after signature of contract
<b>DELIVERABLE 5</b> Final Report after 12 months of training, summarizing the training program. The report should be accompanied by a Power Point presentation to be given to the MOEY. Organization of a closing workshop/ event (graduation ceremony) for all participants. The final report will summarize the program courses, learning analytics, report on completion among participants, update on all indicators, noted changes in teaching methods, and institutional strengthening at TTIs.	14 months after signature of contract

### 17. Project Schedule and Milestones

- 17.1. Teacher training proposal considering IDB and the IDB's Division of Education's requirements: upon the signature of the contract. See Table in section 5 for timelines.
- 17.2. Presentations and documents in accordance with the above activities and the Education Division requirements.
- 17.3. Starting date: June 2023.

## 18. Reporting Requirements

18.1. See Table in Section 5.

18.2. All reports will be delivered in digital form and in English.

## 19. Acceptance Criteria

19.1. The acceptance of deliverables will be approved by the Education Division through a confirmation email.

## 20. Other Requirements

20.1. The consulting firm is expected to participate in regular meetings among IDB and the MOEY. The frequency of meetings will be determined at the start of the consultancy.

## 21. Supervision and Reporting

21.1. Each deliverable will be approved by the IDB Education Team.

## 22. Schedule of Payments

22.1. Payment terms will be based on project milestones or deliverables listed below:

Payment schedule	
Deliverables	%
<b>DELIVERABLE 1</b> Submission and approval of preliminary workplan 30 days following contract signing.	10%
<b>DELIVERABLE 2</b> Submission and approval of modular teacher training program on digital education.	20%
<b>DELIVERABLE 3</b> First progress report 3 months after start-up of the training program and mentorship initiative. Organization of launch of program workshop (virtual).	20%
<b>DELIVERABLE 4</b> Progress report after 8 months of training.	20%
<b>DELIVERABLE 5</b> Final report after 12 months of training, summarizing the program including Power Point presentation to the MOEY. Organization of a closing workshop/ event (graduation ceremony) for all participants.	30%
<b>TOTAL</b>	100%

**ANNEX A****Technical Cooperation****SCL/EDU**

Televised learning for young children

**TERMS OF REFERENCE****Background**

From March 2020 to March 2022, education services were disrupted in Jamaica due to the pandemic. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation an imperative. However, the provision of education via on-line or distance modalities faced important challenges related to lack of connectivity, provision of learning devices and digital resources, and teacher preparation to use technology effectively. According to PISA data for 2018, in Latin America only 33 percent of schools had enough internet bandwidth for effective teaching and learning, and computing power of digital devices and availability of suitable software was limited in the region. Furthermore, only 54 percent of students in Latin America were enrolled in schools whose teachers had the technical and pedagogical skills necessary to integrate digital devices in instruction, as reported by school principals (in comparison with the OECD average of 65 percent and Mexico, the highest with 76 percent). Although Jamaica does not participate in PISA, these findings are congruent with the results of a comprehensive IDB-financed study on Jamaica's Education Management Information Systems (EMIS) carried out in 2019. According to this study, most Jamaican schools have some connectivity and digital resource packages, but the country's education system requires better digital conditions in terms of digital platforms, central digital content warehouse and virtual tutoring. Furthermore, among those schools surveyed, only 53% reported sufficient bandwidth for streaming and other online internet access.

Given that schools had closed and not all students had access to digital services and resources, Jamaica's Ministry of Education and Youth (MOEY) also arranged for broadcasting of educational programs on television. Jamaica was one of the countries that benefited from a regional IDB-financed project with Sesame Workshop in 2020 whereby distribution of approximately 120 hours of content were made available to broadcasting partners across Latin America and the Caribbean, reaching an estimated 20,085,000 children in the region in 2020. Although this initiative was built with the aim of bringing educational television content to children while schools were closed, the tool could also prove to be useful as an additional source of learning for children returning to face-to-face classes, considering the high-quality content developed by Sesame Workshop for young children.



## HRD Terms of Reference

**Objective of services.** The objective of services is to support the continuation of Sesame Street televised learning for children by broadcasting a full library of Sesame Street content including 100 to 120 hours of content covering a broad range of content domains in English and learning and information programming from regional initiatives, including content on healthy habits, socioemotional well-being, and academic skills. The main purpose is to bring educational television content to children in hybrid education modalities and also as an additional source of learning for those returning to face-to-face classes.

### Main activities

1. **Communication plan.** Sesame Workshop will develop a communication and distribution plan for the dissemination of 100 to 120 hours of educational programming. The aim is to ensure access for as many children as possible.
2. **Library of Learning Materials.** Sesame Workshop will provide access to a full library of Sesame content including 100 to 120 hours of content covering a broad range of content domains in English for 15 months (November 2022 through December 2023). The content will include, but not be limited to the following:<sup>1</sup>

Continued COVID content	Ongoing TBD ~
Sesame 3 and 4	26 Eps x 22 Min HD
Sesame 1 and 2	52 Eps x 25 Min HD
The Furchester Hotel S1-4	104 Eps x 11 Min HD
Plaza Sesame S14	(S14) 65 Eps x 30
Plaza Sesame S15	52 Eps x 30 Min SD
Super Grover 2.0	17 Eps x 6 Min HD
Abby's Flying Fairy School	26 Eps x 9 Min HD
Elmo's Challenge	26 Eps x 2.5 Min HD
We can do it	12 Eps x 2 Min HD
Sesame Street: ABC	26 Eps x 2 Min HD
Mixed Short Form content and PSAs	Approx 1 hour

Additional back catalog content will be included to address specific content domains.

3. **Regional Initiative Materials.** Sesame Workshop will engage with broadcasting partners in Jamaica to provide access to content from Sesame's social impact initiatives, including:

Ready to Play: Healthy habits	26 Eps x 12 Min HD
Little Adventurers: STEM and gender equity	18 Eps x 5 Min HD
Monsters on the Internet: Digital literacy	26 Eps x 12 Min HD
COVID-19 resources: Explanation, prevention, healthy habits, socio-emotional support	Approx. 10 min/week

<sup>1</sup> Some content substitutions may be necessary.

## HRD Terms of Reference

4. **IDB Logo.** Sesame Workshop will include crediting the IDB for its support at the end of each episode of Library of Learning Materials for the term. Regional initiative materials are in market and with the exception of Little Adventurers, logos will not be added.
5. **Dissemination.** Jointly with the IDB team, Sesame Workshop will communicate to private and public sector partners the availability of the content. Sesame Workshop will administrate the signing of standard Distribution Agreements with the broadcaster(s), similar to what they usually sign for dissemination of Sesame Street content.

### Products

1. Signing of the contract and communication plan.
2. Progress report that includes the signing of Distribution Agreements and distribution of episodes.
3. Final report that includes emission dates and ratings.

### Payments

1. 30% upon signature of the contract and acceptance of communication plan;
2. 50% upon acceptance of the progress report;
3. 20% upon acceptance of the final report.

## HRD Terms of Reference

**Job Title:** Consultant to design training module on activities linking Sesame Street episodes with the Jamaican curriculum

JA-T1207 - Digital Transformation for Teaching and Learning

### **Background of this search:**

From March 2020 to March 2022, education services were disrupted in Jamaica due to the pandemic. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation imperative. However, the provision of education via on-line or distance modalities faced important challenges related to lack of connectivity, provision of learning devices and digital resources, and teacher preparation to use technology effectively. According to PISA data for 2018, in Latin America only 33 percent of schools had enough internet bandwidth for effective teaching and learning, and computing power of digital devices and availability of suitable software was limited in the region. Furthermore, only 54 percent of students in Latin America were enrolled in schools whose teachers had the technical and pedagogical skills necessary to integrate digital devices in instruction, as reported by school principals (in comparison with the OECD average of 65 percent and Mexico, the highest with 76 percent). Although Jamaica does not participate in PISA, these findings are congruent with the results of a comprehensive IDB-financed study on Jamaica's Education Management Information Systems (EMIS) carried out in 2019. According to this study, most Jamaican schools have some connectivity and digital resource packages, but the country's education system requires better digital conditions in terms of digital platforms, central digital content warehouse and virtual tutoring. Furthermore, among those schools surveyed, only 53% reported sufficient bandwidth for streaming and other online internet access.

Jamaica was one of the countries that benefited from a regional IDB-financed project with Sesame Workshop in 2020 whereby distribution of approximately 120 hours of content were made available to broadcasting partners across Latin America and the Caribbean, reaching an estimated 20,085,000 children in the region in 2020. Although this initiative was built with the aim of bringing educational television content to children while schools were closed, the tool could also prove to be useful as an additional source of learning for children returning to face-to-face classes, considering the high-quality content developed by Sesame Workshop for young children. In 2020, teacher training was not offered in Jamaica for teachers to take full advantage of the Sesame Street programs.

The objective of the consultancy is to design a professional development module with activities linking Sesame Street episodes with the Jamaican curriculum. This consultancy will accompany the continuation of Sesame Street televised learning for children in 2023.

### **The team's mission:**

[The Social Sector \(SCL\)](#) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

The IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

## HRD Terms of Reference

- (vi) ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives;
- (vii) strengthen quality and relevance assurance mechanisms;
- (viii) consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness, and coverage of skills development opportunities;
- (ix) take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- (x) actively promote the generation and use of evidence to inform decisions about skills development.

### **What you'll do:**

1. Become acquainted with Jamaica's school curriculum for early childhood and primary school.
2. Become acquainted with Sesame Street material, which includes:
  - 100 to 120 hours of content in English covering a broad range of topics, such as healthy habits, socioemotional well-being, and academic skills.
  - content from Sesame Street's social impact initiatives.
3. Design a professional development module on activities linking Sesame Street episodes with the Jamaican curriculum and context.
4. Develop the training package. It should include detailed information on the contents, length and materials needed for the module, including facilitation guides.

### **DELIVERABLES AND PAYMENTS TIMELINE:**

Deliverable 1. Workplan for the consultancy, including a delivery schedule of activities and products.

Deliverable 2. Draft version of the training module and a presentation to the MOEY, including the Early Childhood Commission.

Deliverable 3. The complete training package, including a full description of the course's contents, length and materials.

Deliverable	Payment Schedule
<b>Deliverable 1</b>	<b>20%</b>
<b>Deliverable 2</b>	<b>40%</b>
<b>Deliverable 3</b>	<b>40%</b>

### **What you'll need:**

#### **Citizenship:**

- You are a citizen of one of our 48-member countries.

**Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

**Education:** Master's Degree in Education or related social sciences.

**Experience:** At least five (5) years of experience.

**Languages:** Fluent in English.

## HRD Terms of Reference

**Core and Technical Competencies:** Experience of at least 5 years in developing teacher training courses, curriculum and learning materials. Excellent writing skills in English. Hands-on and action-oriented approach. Ability to work independently on the basis of general instructions and as part of multidisciplinary and multi-cultural teams. Ability to manage several tasks simultaneously.

**Opportunity Summary:**

Type of contract: Product External Consultancy, Lum Sum

Length of contract:

Starting date:

Location: External

Responsible person: Cynthia Hobbs, Lead Education Specialist, SCL-EDU

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.

Travel: No

**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're committed to improving lives. Since 1959, we've 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.**