

[Suggested structure]

Selection process #:.....

TERMS OF REFERENCE

Data collection, creation of indicators and analysis

Peru

PE-T1477

Technical Cooperation Number]

[Web link to approved document]

Hybrid Learning in Peru: Evaluating the use of the Platform Conecta Ideas at scale

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. Students in Latin America and the Caribbean (LAC) perform poorly in international learning assessments. In addition, there are large gaps in learning between children from low socio-economic status and high socio-economic status. These worrying learning gaps are expected to have widened during recent months, considering how the pandemic has disrupted the educational process in the region. Against this context, LAC countries are exploring ways to revert the negative learning impacts that the pandemic has produced. In particular, the use of technology can be a powerful strategy to achieve this goal because it can promote learning both at school and at home.
- 1.3. Peru is one of the countries in the region seeking to use technology to revert the negative learning impacts of the pandemic. This country faces a significant educational challenge considering that the schools did not open at all during 2020, and it is not clear when they will open during the 2021 academic year.
- 1.4. To contribute to tackling this important challenge, this project aims to promote home student learning by providing access to students to the online learning platform “Conecta Ideas” and to educational videos. Moreover, the project will involve implementing different actions to promote the use of the platform and the additional learning materials. Once students return to school, teachers will be able to continue promoting the use of the platform from home, but they could also organize learning activities that will involve the use of technological devices (computers, laptops, and tablets) from schools. In fact, the government of Peru is currently implementing the program “Cierre de Brechas Digitales” which includes the distribution of one million tablets to students in rural areas and in low income urban areas. Evidence indicates that just increasing access to technological devices produces little educational impacts. On the other hand, there is strong evidence that programs that promote the use of educational software aligned to the curriculum can yield large impacts on student learning. Consequently, the

current project could be instrumental in ensuring that the large investment that the government of Peru has made in distributing personal laptops does yield educational benefits.

- 1.5. This project will build upon work implemented in the last few years that has aimed to find effective ways to use technology to increase student academic achievement in primary schools in LAC. In particular, an experimental evaluation was implemented in 2017 in 24 disadvantaged schools in Chile that showed that fourth-grade students using weekly the Conecta Ideas learning platform improved their academic achievement 50% more than students learning under standard pedagogical practices. Motivated by these positive results, a proof-of-concept pilot was implemented in 2 schools in Lima, Peru, in 2018, which was expanded to 42 schools in 2019. In the context of the pandemic, a homebased learning program was implemented for 15,000 students in 59 schools in Lima in 2020.
- 1.6. Taking advantage of the lessons learned in prior years, this project will aim to scale up the provision of access to the learning platform at a national scale. More specifically, the program will provide access to the math learning platform “Conecta Ideas” to all students in public schools in fourth, fifth, and sixth grades in primary education. Students will be able to access the learning platform using computers, tablets, or cell phones. The learning platform does not require having access to reliable and continuous internet access. Rather, students need to connect to internet once a week to download the new exercises for the week and upload their responses for the exercises of the prior week.

2. Objectives

- 2.1. The objective of this consultancy is to design and implement a communication strategy for the program Conecta Ideas to promote the use of the app and the web platform using the large-scale communication channels that the Ministry including but not limited to TV, radio, web, the press, and social media as well as text messages for the schools included in the experiment.

3. Scope of Services

- 3.1. The firm services required are concentrated in the following areas:
 - 3.1.1. Design and implement a communication strategy identifying different target audiences
 - 3.1.2. Establishment of a strong collaboration with the Ministry of Education to take advantage of the mass media and communication channels that the Ministry has to promote the large-scale adoption of the learning platform by teachers and students.
 - 3.1.3. Implementation of additional actions to promote high adoption of the program, including, for example, sending emails to teachers using automated tools.

4. Key Activities

- 4.1. The firm is expected to perform these activities:
 - 4.1.1. Design and implementation of a communication strategy for the Program to promote the

use of the App and the web platform aimed at students, teachers, principals and ministry staff in the regional offices. The strategy should plan for specific activities designed for each type of user of stakeholder.

4.1.2. Collaboration with the Ministry to promote the use of the platform using mass media resources. The firm should establish and maintain a strong collaboration with the Ministry of Education so that the mass media channels that the government has (including websites, social media accounts, TV, and radio) can be used to promote the large-scale adoption of the learning platforms.

4.1.3. Implementation of additional actions to promote high adoption of the program. The firm should also implement additional actions, such as sending emails, seeking to promote high adoption and use of the learning platform. In particular, these actions should aim to tackle specific steps that need to be taken to ensure an effective and consistent use of the platform. These actions could target the following steps: (i) the teacher registers herself to use the platform; (ii) the teachers registers her students so that they can use the platform; (iii) the student uses the platform once; (iv) the student uses the platform in a consistent fashion.

5. Expected Outcome and Deliverables

5.1. The firms should produce the following deliverables:

- 5.1.1. Work plan describing the activities to be implemented as part of this consultancy
- 5.1.2. A progress report describing advances in the execution of the activities, problems identified, and potential solutions. This report should also include the videos and other communication materials produced until October, 2021.
- 5.1.3. A final report describing the main lessons learned during the implementation of the program during 2021. This report should combine quantitative and qualitative findings that can be used to adjust the communication strategy for the following academic year in order to promote use. This report should also include a report about the number of training sessions implemented during 2021.

6. Project Schedule and Milestones

6.1. The following key milestones should be considered:

- 6.1.1. Program implementation: June 2021 – December 2021*
- 6.1.2. Production of progress report: October 2021*
- 6.1.3. Production of final report: February 2022*

7. Supervision and Reporting

7.1. The services provided will take place between June 2021 and February 2022, in agreement with the activities described above. The firm shall report directly to the Education Division. All the

deliverables should be delivered to Elena Arias Ortiz (SCL/EDU) (eariasortiz@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. T

Payment Schedule	
<i>Deliverable</i>	%
1. <i>Workplan described in 5.1.1</i>	20%
2. <i>Product described in 5.1.2</i>	40%
3. <i>Product described in 5.1.3</i>	40%
TOTAL	100%

[Suggested structure]

Selection process #:.....

TERMS OF REFERENCE

Design and implementation of communication strategy to promote Conecta Ideas

Peru

PE-T1477

Technical Cooperation Number]

[Web link to approved document]

Hybrid Learning in Peru: Evaluating the use of the Platform Conecta Ideas at scale

9. Background and Justification

- 9.1. 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.
- 9.2. Students in Latin America and the Caribbean (LAC) perform poorly in international learning assessments. In addition, there are large gaps in learning between children from low socio-economic status and high socio-economic status. These worrying learning gaps are expected to have widened during recent months, considering how the pandemic has disrupted the educational process in the region. Against this context, LAC countries are exploring ways to revert the negative learning impacts that the pandemic has produced. In particular, the use of technology can be a powerful strategy to achieve this goal because it can promote learning both at school and at home.
- 9.3. Peru is one of the countries in the region seeking to use technology to revert the negative learning impacts of the pandemic. This country faces a significant educational challenge considering that the schools did not open at all during 2020, and it is not clear when they will open during the 2021 academic year.
- 9.4. To contribute to tackling this important challenge, this project aims to promote home student learning by providing access to students to the online learning platform “Conecta Ideas” and to educational videos. Moreover, the project will involve implementing different actions to promote the use of the platform and the additional learning materials. Once students return to school, teachers will be able to continue promoting the use of the platform from home, but they could also organize learning activities that will involve the use of technological devices (computers, laptops, and tablets) from schools. In fact, the government of Peru is currently implementing the program “Cierre de Brechas Digitales” which includes the distribution of one million tablets to students in rural areas and in low income urban areas. Evidence indicates that just increasing access to technological devices produces little educational impacts. On the other hand, there is strong evidence that programs that promote the use of educational software aligned to the curriculum can yield large impacts on student learning. Consequently, the

current project could be instrumental in ensuring that the large investment that the government of Peru has made in distributing personal laptops does yield educational benefits.

- 9.5. This project will build upon work implemented in the last few years that has aimed to find effective ways to use technology to increase student academic achievement in primary schools in LAC. In particular, an experimental evaluation was implemented in 2017 in 24 disadvantaged schools in Chile that showed that fourth-grade students using weekly the Conecta Ideas learning platform improved their academic achievement 50% more than students learning under standard pedagogical practices. Motivated by these positive results, a proof-of-concept pilot was implemented in 2 schools in Lima, Peru, in 2018, which was expanded to 42 schools in 2019. In the context of the pandemic, a homebased learning program was implemented for 15,000 students in 59 schools in Lima in 2020.
- 9.6. Taking advantage of the lessons learned in prior years, this project will aim to scale up the provision of access to the learning platform at a national scale. More specifically, the program will provide access to the math learning platform “Conecta Ideas” to all students in public schools in fourth, fifth, and sixth grades in primary education. Students will be able to access the learning platform using computers, tablets, or cell phones. The learning platform does not require having access to reliable and continuous internet access. Rather, students need to connect to internet once a week to download the new exercises for the week and upload their responses for the exercises of the prior week.

10. Objectives

- 10.1. The objective of this consultancy is to develop all the necessary materials and content required to train teachers in the use of conecta ideas and to provide training sessions to guide teachers on how to better integrate these resources into their teaching practices.

11. Scope of Services

- 11.1. The firm services required are concentrated in the following areas:
- 11.1.1. Design and production of thematic math videos, educational resources and learning materials (such as tutorial videos) for teachers.
 - 11.1.2. Provision of user support to teachers by exploiting automated tools such as WhatsApp and Facebook bots.
 - 11.1.3. Implementation of teacher development actions, including the implementation of regular workshops and tutoring sessions for teacher.

12. Key Activities

- 12.1. The firm is expected to perform these activities:
- 12.1.1. *Production of videos, and educational resources for teachers.* The firm should generate a

complete set of these materials building on the ones already available for 4 and 5th grade to allow covering all topics in 2021. The goal is that these materials will be used during the implementation of the program in 2021 but they will be publicly available for use in future academic years. In particular, for each week and for each grade the following materials should be produced: thematic math video; a document containing the solutions to the 30 exercises included in that week in the platform (called a “solucionario”); and a document showing how each exercise included in that week is aligned with specific learning objectives (called a “matriz”) aimed at teachers.

- 12.1.2. Implementation of teacher development actions. The firm should produce learning materials, such as tutorial videos, and implement regular workshops to train teachers regarding how they can use the platform effectively. The firm should ensure to have at least 1 coordinator for 50 teachers enrolled in the platform.
- 12.1.3. Provision of user support. The firm should explore how automated tools, such as bots in WhatsApp and Facebook, can be used to provide cost-effective, timely support to teachers regarding how to use the platform and how to solve common issues and problems.
- 12.1.4. Provision of management tools to teachers. Teachers should be able to access a website where they could log in and manage their class roster. In particular, teachers should be able to add, erase, and modify students registered to use the platform.

13. Expected Outcome and Deliverables

13.1. *The firms should produce the following deliverables:*

- 13.1.1. Work plan describing the activities to be implemented as part of this consultancy
- 13.1.2. A progress report describing advances in the execution of the activities, problems identified, and potential solutions. This report should also include the exercises, videos and other materials produced until October, 2021.
- 13.1.3. A final report describing the main lessons learned during the implementation of the program during 2021. This report should combine quantitative and qualitative findings that can be used to adjust the program to increase its effectiveness during the 2022. This report should also include the exercises, videos, and other educational materials as well as a report about the number of training sessions implemented during 2021.

14. Project Schedule and Milestones

14.1. *The following key milestones should be considered:*

- 14.1.1. *Program implementation: June 2021 – December 2021*
- 14.1.2. *Production of progress report: October 2021*
- 14.1.3. *Production of final report: February 2022*

15. Supervision and Reporting

- 15.1. *he services provided will take place between June 2021 and February 2022, in agreement with the activities described above. The firm shall report directly to the Education Division. All the*

deliverables should be delivered to Elena Arias Ortiz (SCL/EDU) (eariasortiz@iadb.org) and to Carolina Mendez (SCL/EDU) (caroliname@iadb.org).

15.2.

T

he 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.

16. Schedule of Payments

- 16.1. 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. T

Payment Schedule	
<i>Deliverable</i>	%
4. <i>Workplan described in 5.1.1</i>	20%
5. <i>Product described in 5.1.2</i>	40%
6. <i>Product described in 5.1.3</i>	40%
TOTAL	100%

TERMS OF REFERENCE*Implementation of teacher support: materials and teacher training***Peru****PE-T1477***Technical Cooperation Number]**[Web link to approved document]****Hybrid Learning in Peru: Evaluating the use of the Platform Conecta Ideas at scale*****17. Background and Justification**

- 17.1. 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.
- 17.2. Students in Latin America and the Caribbean (LAC) perform poorly in international learning assessments. In addition, there are large gaps in learning between children from low socio-economic status and high socio-economic status. These worrying learning gaps are expected to have widened during recent months, considering how the pandemic has disrupted the educational process in the region. Against this context, LAC countries are exploring ways to revert the negative learning impacts that the pandemic has produced. In particular, the use of technology can be a powerful strategy to achieve this goal because it can promote learning both at school and at home.
- 17.3. Peru is one of the countries in the region seeking to use technology to revert the negative learning impacts of the pandemic. This country faces a significant educational challenge considering that the schools did not open at all during 2020, and it is not clear when they will open during the 2021 academic year.
- 17.4. To contribute to tackling this important challenge, this project aims to promote home student learning by providing access to students to the online learning platform “Conecta Ideas” and to educational videos. Moreover, the project will involve implementing different actions to promote the use of the platform and the additional learning materials. Once students return to school, teachers will be able to continue promoting the use of the platform from home, but they could also organize learning activities that will involve the use of technological devices (computers, laptops, and tablets) from schools. In fact, the government of Peru is currently implementing the program “Cierre de Brechas Digitales” which includes the distribution of one million tablets to students in rural areas and in low income urban areas. Evidence indicates that just increasing access to technological devices produces little educational impacts. On the other hand, there is strong evidence that programs that promote the use of educational software aligned to the curriculum can yield large impacts on student

learning. Consequently, the current project could be instrumental in ensuring that the large investment that the government of Peru has made in distributing personal laptops does yield educational benefits.

- 17.5. This project will build upon work implemented in the last few years that has aimed to find effective ways to use technology to increase student academic achievement in primary schools in LAC. In particular, an experimental evaluation was implemented in 2017 in 24 disadvantaged schools in Chile that showed that fourth-grade students using weekly the Conecta Ideas learning platform improved their academic achievement 50% more than students learning under standard pedagogical practices. Motivated by these positive results, a proof-of-concept pilot was implemented in 2 schools in Lima, Peru, in 2018, which was expanded to 42 schools in 2019. In the context of the pandemic, a homebased learning program was implemented for 15,000 students in 59 schools in Lima in 2020.
- 17.6. Taking advantage of the lessons learned in prior years, this project will aim to scale up the provision of access to the learning platform at a national scale. More specifically, the program will provide access to the math learning platform “Conecta Ideas” to all students in public schools in fourth, fifth, and sixth grades in primary education. Students will be able to access the learning platform using computers, tablets, or cell phones. The learning platform does not require having access to reliable and continuous internet access. Rather, students need to connect to internet once a week to download the new exercises for the week and upload their responses for the exercises of the prior week.

18. Objectives

- 18.1. The objective of this consultancy is to develop all the necessary materials and content required to integrate 6th grade students in the Conecta Ideas platform.

19. Scope of Services

- 19.1. The firm services required are concentrated in the following areas:
- 19.1.1. Production of math exercises aligned with the 6th grade curriculum in Peru and to the “Aprendo en casa” program implemented by MINEDU
 - 19.1.2. Production of explanatory videos of key concepts in the 6th grade curriculum that will serve as a support for the students
 - 19.1.3. Establishment of a strong collaboration with the Ministry of Education to ensure exercise are adapted to the Peruvian context
 - 19.1.4. Establishment of strong collaboration with the provider of the platform Conecta Ideas and the web portal for the upload of the 6th grade contents

20. Key Activities

- 20.1. The firm is expected to perform these activities:

- 20.1.1. *Production of exercises videos, and educational resources for 6th grade students in Math.* The firm should generate a complete set of these materials to allow covering all topics in 2021. The goal is that these materials will be used during the implementation of the program in 2021 but they will be publicly available for use in future academic years. In particular, for each week and for each grade the following materials should be produced: an activity that includes 30 math exercises; a thematic math video; a document containing the solutions to the 30 exercises included in that week in the platform (called a “solucionario”); and a document showing how each exercise included in that week is aligned with specific learning objectives (called a “matriz”). They will be produced and share with the team in charge of the platform to be uploaded week by week.
- 20.1.2. Collaboration with the Ministry to ensure these materials are directly aligned to the programming of topics to be covered as planned by the Ministry of Education.
- 20.1.3. Collaboration with the firm Automind in charge of the platform to ensure the exercises are in the correct format for uploading and with the firm in charge of the webpage to ensure the videos and other student materials follow the necessary format .

21. Expected Outcome and Deliverables

- 21.1. *The firms should produce the following deliverables:*
- 21.1.1. Work plan describing the activities to be implemented as part of this consultancy
- 21.1.2. A progress report describing advances in the execution of the activities, problems identified, and potential solutions. This report should also include the exercises, videos and other materials produced until October, 2021.
- 21.1.3. A final report describing the main lessons learned during the implementation of the program during 2021. This report should combine quantitative and qualitative findings that can be used to adjust the program to increase its effectiveness during the 2022. This report should also include the exercises, videos, and other educational materials during 2021.

22. Project Schedule and Milestones

- 22.1. *The following key milestones should be considered:*
- 22.1.1. *Program implementation: June 2021 – December 2021*
- 22.1.2. *Production of progress report: October 2021*
- 22.1.3. *Production of final report: February 2022*

23. Supervision and Reporting

- 23.1. *he services provided will take place between June 2021 and February 2022, in agreement with the activities described above. The firm shall report directly to the Education Division. All the deliverables should be delivered to Elena Arias Ortiz (SCL/EDU) (eariasortiz@iadb.org) and to Carolina Mendez (SCL/EDU) (caroliname@iadb.org).*
- 23.2. *he 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.

24. Schedule of Payments

- 24.1. 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. T

Payment Schedule	
<i>Deliverable</i>	%
7. <i>Workplan described in 5.1.1</i>	20%
8. <i>Product described in 5.1.2</i>	40%
9. <i>Product described in 5.1.3</i>	40%
TOTAL	100%

HRD Terms of Reference

Job Title: Hybrid Learning in Peru: Evaluating the use of the Platform Conecta Ideas at scale, Education consultant in the Education Division
(PE-T1447)

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 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.

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 are able to use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

This project will support to scale up the provision of access to the math learning platform “Conecta Ideas” to all students in public schools in fourth, fifth, and sixth grades in primary education in Peru. Students will be able to access the learning platform using computers, tablets, or cell phones. The learning platform does not require having access to reliable and continuous internet access. Rather, students need to connect to internet once a week to download the new exercises for the week and upload their responses for the exercises of the prior week.

The objective of this consultancy is to support the design and analysis of the data from the experimental evaluation and analyze data about how the platform is used by students and teachers continuously through the implementation of the program

What you'll do: The selected candidate will...

- Data management and supervision of of all the data involved in the project. These includes ensuring the proper transfers of data across different parts of the system (e.g. app and websites).
- Supervise that the all technology tools are operating correctly (including the app, websites, videos and other resources) and implement measures to correct potential issues identified.
- Consolidate a database using the data generated by the learning platform on how much and when students are using the learning platform. Additionally, qualitative data regarding key challenges should be collected during program implementation.
- Generate a dashboard with key monitoring indicators of the program to generate insights regarding advances and bottlenecks.
- Analyze the data geneated bythe evaluation and assist in writing a research paper describing the main results

Deliverables Payments timeline:

	Deliverable Description	% of Payment
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HRD Terms of Reference

#1	Detailed workplan	10%
#2	Report with dashboard of key indicators	30%
#3	Data base consolidated	40%
#4	Final draft of report with main results	20%

What you'll need:

- **Citizenship:**
 - **NATIONAL:** You are a citizen of one of our 48-member countries with residency
 - **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:** Bachelor's Degree or Equivalent in Economics, Statistics or related fields
- **Experience:** Two (2) years of relevant professional experience, or the equivalent combination of education and experience
- **Languages:** Fluent in **Spanish** preferably knowledge in **English**

Core and Technical Competencies:

Opportunity Summary:

- **Type of contract:** Product and External Services (PEC), Lump Sum
- **Length of contract:** 80 days over a period 18 months
- **Starting date:** August 2021
- **Location:** External
- **Responsible person:** Elena Arias Ortiz *Senior Specialist*. SCL/EDU and Mendez, Carolina *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 Requirement:** No, travel will not be required.

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.

We encourage women, afro-descendants, people of indigenous origins, and persons with disabilities 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.