

## **TERMS OF REFERENCE**

### **Consultancy for Teacher Training and Mentoring Program**

GUYANA, JAMAICA AND SURINAME  
RG-T3929

#### **TEACHER TRAINING IN DIGITAL EDUCATION AND DISTANCE LEARNING PEDAGOGIES IN THE CARIBBEAN GUYANA, JAMAICA AND SURINAME**

##### **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.*
- 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 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.*
- 1.4. The general objective of this project is to provide support to the Ministries of Education of Guyana, Jamaica and Suriname to improve the skills of teachers and teacher trainers in digital education and distance learning pedagogies. This program will contribute to their transformation efforts towards a more digital, resilient, inclusive, and quality education system. Secondly, it will strengthen the Ministries' knowledge base on digital teacher training as a catalyst for recovering and accelerating learning achievement in students in the aftermath of the COVID-19 crisis.*
- 1.5. The objective of this consultancy is to provide a teacher training package on digital education, pedagogical skills, and digital tools and the corresponding support in the implementation of the training for three Caribbean countries: Guyana, Jamaica and Suriname. The teacher training package is intended to be developed for primary school teachers as well as teacher trainers in teaching training institutes (TTIs).*

## **2. Objectives**

- 2.1.** *The main objective of this consultancy is to provide: (i) courses on digital tools and distance education modalities for teachers and teacher training institutions from Guyana, Jamaica and Suriname. Participants will receive a diploma if they meet the certification criteria; and (ii) a mentoring package to foster professional development.*

## **3. Scope of Services**

- 3.1.** *The selected institution will provide practical courses on relevant high-quality digital education based on proven pedagogical methods. Also, the institution will offer a mentoring program to sponsor, encourage, and advise participants on the further promotion of professional development. The main purpose of the consultancy is to improve the skills of teachers and teacher trainers in digital education and distance learning pedagogies. Teacher trainers will be trained to ensure the adoption of digital knowledge and tools by teacher training institutes (TTIs) for long-term training benefits. Current primary school teachers will be trained with a twofold objective: improving their own lessons and teaching other teachers how to improve their lessons by becoming trainers themselves at their respective schools. This will be accomplished through the following activities:*

## **4. Key Activities**

- 4.1. Facilitation of the planning and implementation of training for teachers and teacher trainers in teaching training institutions (TTIs). The consultant institution will:**

- *Design a teacher training program on the use of technological resources and the development of pedagogical skills for distance learning education. A cohort of teachers and teacher trainers will be trained over a three-year period, starting with more introductory courses that will evolve in depth and detail throughout the duration of the training. The program should indicate whether an evaluation of teachers and teacher trainers' previous knowledge is needed.*
- *Develop a training package with detailed information on contents and materials needed for primary school teachers' courses. This should include classes on digital tools, e-pedagogies and distance learning modalities.*
- *Develop a training package for teacher trainers (lecturers) in teacher training institutes (TTIs). This should include classes on digital tools, e-pedagogies and distance learning modalities, as well as tools and strategies to ensure the adoption of digital knowledge by teacher training institutions (TTIs) for long-term training benefits. The content should be more detailed, given that these participants will be responsible for the training of students in their programs as well as for providing in-service training for current teachers.*

**4.2. Coordination of professional development offerings to teachers and teacher training institutions by:**

- *Developing a mentoring package for teachers, which should include a detailed description of the technical support that will be provided to sponsor, encourage, and advise teachers to further promote their professional development.*
- *Developing a mentoring package for teacher trainers, which will be provided to the participating faculty of the teacher training institutions (TTIs) to ensure they are equipped to provide the training in their courses.*
- *Creating a workflow and system for training registration, monitoring completion and follow-up of participant teachers and teacher training institutions.*

**4.3. Support of the design and development of long-term training strategies for continuous professional development for teachers and teacher trainers in the education sector. The consultant institution will:**

- *Work with Ministries of Education and the IDB to identify teachers and teacher training institutions that will participate in the program. This should be made in accordance with training deployment goals.*
- *Work together with the IDB's team on recommendations or guidelines on how to apply similar training programs in other countries in the Caribbean region.*
- *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 course and will serve as an input for the following one.*
- *Work in coordination with the IDB and the teacher training evaluation consultant regarding the training evaluation design and development.*

**5. Expected Outcome and Deliverables**

**5.1. The following general deliverables are expected and are more fully described in 11.3 below:**

- *Deliverable 1. Preliminary work plan.*
- *Deliverable 2. First report with results and feedback on the program from teachers, teacher training institutions, and the Ministries of Education.*
- *Deliverable 3. Second report with results and feedback on the program from teachers, teacher training institutions, and the Ministries of Education.*
- *Deliverable 4. Third report with results and feedback on the program from teachers, teacher training institutions, and the Ministries of Education.*

- *Deliverable 5. Final report that summarizes training and mentoring activities, results and feedback received from the participants at the end of each course, and recommendations to apply similar training programs in other Caribbean countries.*

## **6. Project Schedule and Milestones**

- 6.1. Teacher training proposal considering IDB and Division of Education requirements: upon the signature of the contract.*
- 6.2. Presentations and developing the documents in accordance with the above activities and the Education Division requirements.*

## **7. Reporting Requirements**

- 7.1. The vendor will submit the presentations for the workshops at the end of the training program. Also, the institution selected will share with the Education Division the general feedback and evaluation of the workshops.*

## **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. There are no other requirements.*

## **10. Supervision and Reporting**

- 10.1. Each deliverable would be approved by the Education Division Chief (a.i.) Sabine Rieble-Aubourg, SCL/EDU and the Education Division Planning and Administrative Analyst – Jorge Antonio Bazan SCL/EDU.*

## **11. Schedule of Payments**

- 11.1. Payment terms will be based on project milestones or deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.*
- 11.2. The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.*
- 11.3. Consulting fees for the services provided under these TORs will be paid following the payment schedule under the approval of the deliverables.*

<i>Payment schedule</i>	
<i>Deliverables</i>	<i>%</i>
<b>DELIVERABLE 1</b> Submission and approval of Preliminary Work Plan, ultimately 30 days following contract signing.	10%
<b>DELIVERABLE 2</b> Comprehensive training and mentoring packages as described above in 4.1 and 4.2	15%
<b>DELIVERABLE 2</b> <u>Year one:</u> completion of the courses within the three Caribbean countries with the following requirements: individual mentoring hours and certifications of participation. First report with results and feedback on the program from teachers, teacher training institutions, and the Ministries of Education.	20%
<b>DELIVERABLE 3</b> <u>Year two:</u> completion of the courses within the three Caribbean countries with the following requirements: individual mentoring hours and certifications of participation. Second report with results and feedback on the program from teachers, teacher training institutions, and the Ministries of Education.	20%
<b>DELIVERABLE 4</b> <u>Year three:</u> completion of the courses within the three Caribbean countries with the following requirements: individual mentoring hours and certifications of participation. Third report with results and feedback on the program from teacher, teacher training institutions, and the Ministries of Education.	20%
<b>DELIVERABLE 5</b> Final report that summarizes: the training and mentoring activities, the results and feedback received from the participants at the end of each course, and recommendations to apply similar training programs in other Caribbean countries.	15%
<b>TOTAL</b>	100%

**Job Title:** Consultant for Teacher Training Evaluation

Teacher training on digital education and distance learning pedagogies in the Caribbean Guyana, Jamaica and Suriname (SCL-EDU)

RG-T3929

**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.

The general objective of this project is to provide support to the Ministries of Education of Guyana, Jamaica and Suriname for improving the skills of teachers and teacher trainers in digital education and distance learning pedagogies. This program will contribute to their transformation efforts towards a more digital, resilient, inclusive, and quality education system. Secondly, it will strengthen the Ministries' knowledge base on digital teacher training as a catalyst for recovering and accelerating learning achievement in students in the aftermath of the COVID-19 crisis.

The Education Division (SCL/EDU) is seeking a consultant with a background in economics and education to assess the effectiveness of a teacher training program intervention through a rigorous qualitative evaluation.

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

- Design an evaluation study based on the teacher training program. It should include a proposal for the design, production and validation of qualitative and quantitative research instruments. Two types of instruments will be developed:
  - One focused on gathering information on the pedagogical models used during training and mentoring instances. It will include filming and coding. A description of the corresponding protocols must be indicated.
  - Separate instruments will be developed to gather information on contents learned and participants' level of engagement and satisfaction with training and mentoring. These will include interviews and surveys. A description of the corresponding protocols must be indicated.
- Develop a detailed action plan for the evaluation. It should include a description of:
  - Steps to be followed for the data gathering.
  - Methodologies to be used for the data analysis.
- Code, systematize and analyze all primary data.

- Prepare a digitized database containing the detailed information, ensuring the consistency of the data. Deliver 100% of the database in a statistical package format (STATA, Python, R). Include the corresponding codebook.
- Develop a report with preliminary evaluation findings.
- Analyze the scalability of the program to more teachers, teacher training institutes and other subject areas.
- Develop a final report with results and recommendations.

#### **Deliverables Payments timeline:**

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	Acceptance of the evaluation study design and action plan, and signing of contract.	4 weeks after signature of contract	<b>15%</b>
<b>#2</b>	Acceptance of the report on collected quantitative and qualitative data for first year	8 weeks after the end of first year of training	<b>20%</b>
<b>#3</b>	Acceptance of the report on collected quantitative and qualitative data for second year	8 weeks after the end of second year of training	<b>20%</b>
<b>#4</b>	Acceptance of the report on collected quantitative and qualitative data for third year	6 weeks after the end of third year of training	<b>20%</b>
<b>#5</b>	Acceptance of digitalized database and final report with results and recommendations	8 weeks after the end of third year of training	<b>25%</b>

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

- **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:** MA in Economics or Applied Economics in an accredited university
- **Experience:** A minimum of five (5) years of relevant professional experience or the equivalent combination of education and experience
- **Languages:** Fluent in **English** preferably knowledge in **Spanish**

**Core and Technical Competencies:** Research experience using statistical techniques. Specific experience in qualitative and quantitative evaluations of education programs, including standard analytical tools, econometrics and panel data analysis, evidenced by the presentation of at least one research paper. Demonstrated strong analytical and writing skills evidenced by the presentation of at least two research papers. Knowledge of filming and coding procedures, such as CLASS, and statistical packages, such as STATA, as well as demonstrated ability to develop questionnaires and other qualitative research tools. Ability to undertake analysis independently, commit to deadlines and work under pressure. Knowledge/experience on the education sector is a plus.

#### **Opportunity Summary:**

- **Type of contract:** Product and External Services (PEC), Lump Sum

- **Length of contract:** 270 non-consecutive days over a period of three years
- **Starting date:** February 2021
- **Location:** External
- **Responsible person:** Sabine Rieble – Aubourg, *Education Division Chief (a.i.)*. SCL/EDU and Hobbs, Cynthia *Sector Lead 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.**

**Job Title:** Coordination of Teacher Training Program, Education consultant in the Education Division Teacher Training on Digital Education and Distance Learning Pedagogies in the Caribbean for Guyana, Jamaica and Suriname (SCL-EDU)  
RG-T3929

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The Education Division (SCL/EDU) is seeking a consultant with a background in education and project management to provide overall coordination and support for the above-mentioned program on teacher training in the three Caribbean countries

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

- Support the implementation of the Regional Technical Cooperation (TC) Teacher Training on Digital Education and Distance Learning Pedagogies in the Caribbean (JM, GY, and SU). To this end, the consultant will interact with the selected training firm, the evaluation consultant, the Ministries of Education of the participant countries, and the Government of Finland. The consultant will help to prepare reports for the financing agencies and will work with the partners to implement the activities of the TC. The consultant will ensure that activities start and are implemented according to the agreed plan. The consultant will participate in meetings (virtual/presential) as needed.
- Support the correct implementation of an accompanying program for two other Caribbean countries (BB and TT) related to teacher training on digital education and distance learning pedagogies in the Caribbean. The consultant will ensure that this TC complements the one funded by the Government of Finland (JM, GY, SU).
- Support dialogue with countries' new technical cooperation grants and/or operations as requested. The consultant will contribute to documents, concept notes, and presentations. Also, the consultant will participate in meetings and missions (if funding permits).
- Participate in the development of one policy brief or technical note related to research on COVID-19 or hybrid education and teacher training in the Caribbean.
- Support the preparation of new TC documents as required and internal and external reports regarding the TC implementation and results.

**Deliverables Payments timeline:**

	<b>Deliverable Description</b>	<b>Est. Date of Delivery</b>	<b>% of Payment</b>
<b>#1</b>	<b>A detailed work plan.</b>	<b>2 weeks after signature of contract</b>	<b>20%</b>
<b>#2</b>	<b>First progress report</b>	<b>10 weeks after signature of contract</b>	<b>30%</b>

#3	Second progress report	20 weeks after signature of contract	30%
#3	Final report and presentation summarizing main findings and recommendations	30 weeks after signature of contract	20%

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

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- **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** preferably knowledge in **Spanish**

#### **Core and Technical Competencies:**

- Ability to manage several tasks simultaneously. Hands-on and action-oriented approach. Good organizational skills, ability to work independently on the basis of general instructions.
- Strong communication skills and the ability to work on teams and in an intercultural environment are a must.

#### **Opportunity Summary:**

- **Type of contract:** Product and External Services (PEC), Lump Sum
- **Length of contract:** 8 month(s)
- **Starting date:** February 2021
- **Location:** External
- **Responsible person:** Sabine Rieble -Aubourg, Education Division Chief (a.i.). SCL/EDU and Hobbs, Cynthia *Sector Lead Specialist*. SCL/EDU
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