

Consultancy on curricular alignment and adaptation of materials for a remote tutoring program in Ecuador

Search context:

With the great purpose of supporting students from 9-14 years old in Ecuador, to quickly recover the learning lost due to the closure of schools caused by the COVID19 health crisis, the objective of this consultancy is to carry out a curricular alignment exercise and an adaptation of instructional materials and guides for a remote tutoring program to the Ecuadorian context.

The team's mission:

The Social Sector (SCL) has a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the challenges of development in Latin America and the Caribbean. Together with the countries of the region, the Social Sector builds public policy solutions to reduce poverty and to improve the education, work, social protection and health services that citizens receive. The Sector's work aims to promote a more productive region with equal opportunities between men and women and with greater inclusion of the most vulnerable populations.

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 high-quality and relevant learning opportunities throughout life.
- ii. Strengthen quality assurance and relevance mechanisms.
- iii. Consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness and coverage of skills development opportunities.
- iv. Harness the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems.
- v. Actively promote the generation and use of evidence to inform decisions about skills development.

What you will do:

Develop a curricular alignment exercise that traces the contents of the program in the current curricular framework education of grades from children of 9-14 years old in Ecuador and identifies the usefulness of reinforcing fundamental learning to advance in specific contents. Also to carry out an adaptation of the materials and guides instruction of a remote tutoring program in line with the curricular alignment exercise.

For the preparation of the consultancy, the selected candidate is expected to carry out the following activities:

- **Activity 1.** Work plan: proposal of a strategy and detailed work schedule.
- **Activity 2.** Document review: review of the curriculum and all the documents that provide information on the programs that the Ministry of Education is currently developing related to school reinforcement in mathematics, communication and strengthening of socio-emotional skills.
- **Activity 3.** Curriculum alignment: review of the curriculum, holding meetings with members of MINEDU to obtain more information on the context, and program curricular alignment exercise.
- **Activity 4.** Adaptation of materials: adjust the standard content of the materials and instruction guides of the tutoring program in the mathematics curricular area, in accordance with the curricular alignment exercise.

Deliverables and payment schedule:

	Deliverable description	Deadline	% of payment
#1	Strategy and detailed work schedule	A month after signing the contract	20%
#2	Document with curricular alignment of the contents of the remote tutoring program	Two months after signing the contract	30%
#3	Adapted/contextualized mathematics instruction materials and guides	Three months after signing the contract	50%

*Reports must be written in Spanish. All reports must be delivered to the Bank electronically in a single file that includes the cover page, the main document and the annexes. The text, tables, graphs, sources of information and bibliography must be submitted in Word and PDF. The tables and graphs that are inserted in the text must also be sent separately in some format and editable version, citing the respective source of information.

What you will need:

- **Citizenship:** You are a citizen of one of our 48 member countries.
- **Consanguinity:** You do not have relatives (up to the fourth degree of consanguinity and second degree of affinity, including the spouse) who work in the IDB Group.
- **Education:** Bachelor's degree in Pedagogy, Education, Mathematics or related areas.
- **Experience:** a minimum of 10 years of relevant experience, including several years of curriculum development experience
- **Languages:** Spanish

General and technical skills:

Specialization in curriculum development. Proven experience in developing and adapting educational materials in mathematics in Latin American countries.

Summary of the opportunity:

Type of contract: External Products and Services Consultant (PEC)

Contract duration: 3 months

Start Date: To be defined

Location: External

Responsible Person: Pablo Zoido, Lead Education Specialist SCL/EDU

Requirements: You must be a citizen of one of the 48 member countries of the IDB and have no relatives currently working in the IDB Group.

Travel requirements: No, the consultant does not require travel.

Our Culture: Our people are committed and passionate about improving the lives of people in Latin America and the Caribbean, and are able to do what they love in a diverse, collaborative and stimulating work environment. We are the first development institution in Latin America and the Caribbean to receive EDGE certification, recognizing our strong commitment to gender equality. Our employees can become part of internal resource groups that connect our diverse community around common interests.

We are committed to providing equal opportunity in employment and that is why we encourage women, LGBTQ+, people with disabilities, people of African descent and indigenous peoples to apply.

About us: At the Inter-American Development Bank, we are dedicated to improving lives. Since 1959, we have been an important source of long-term financing for economic, social and institutional development in Latin America and the Caribbean. However, we do more than lend. We partner with our 48 member countries to provide Latin America and the Caribbean with cutting-edge research on relevant development issues, policy advice to inform their decisions, and technical assistance to improve project planning and execution. To do this, we need people who not only have the right skills, but are also passionate about improving lives.

Our Human Resources team carefully reviews all applications.

Consultancy on curricular alignment and adaptation of materials for a remote tutoring program in the Dominican Republic

Search context:

With the great purpose of supporting students from 9-14 years old in the Dominican Republic, to quickly recover the learning lost due to the closure of schools caused by the COVID19 health crisis, the objective of this consultancy is to carry out a curricular alignment exercise and an adaptation of instructional materials and guides for a remote tutoring program to the dominican context.

The team's mission:

The Social Sector (SCL) has a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the challenges of development in Latin America and the Caribbean. Together with the countries of the region, the Social Sector builds public policy solutions to reduce poverty and to improve the education, work, social protection and health services that citizens receive. The Sector's work aims to promote a more productive region with equal opportunities between men and women and with greater inclusion of the most vulnerable populations.

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 high-quality and relevant learning opportunities throughout life.
- ii. Strengthen quality assurance and relevance mechanisms.
- iii. Consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness and coverage of skills development opportunities.
- iv. Harness the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems.
- v. Actively promote the generation and use of evidence to inform decisions about skills development.

What you will do:

Develop a curricular alignment exercise that traces the contents of the program in the current curricular framework education of grades from children of 9-14 years old in the Dominican Republic and identifies the usefulness of reinforcing fundamental learning to advance in specific contents. Also to carry out an adaptation of the materials and guides instruction of a remote tutoring program in line with the curricular alignment exercise.

For the preparation of the consultancy, the selected candidate is expected to carry out the following activities:

- **Activity 1.** Work plan: proposal of a strategy and detailed work schedule.
- **Activity 2.** Document review: review of the curriculum and all the documents that provide information on the programs that the Ministry of Education is currently developing related to school reinforcement in mathematics, communication and strengthening of socio-emotional skills.
- **Activity 3.** Curriculum alignment: review of the curriculum, holding meetings with members of MINEDU to obtain more information on the context, and program curricular alignment exercise.
- **Activity 4.** Adaptation of materials: adjust the standard content of the materials and instruction guides of the tutoring program in the mathematics curricular area, in accordance with the curricular alignment exercise.

Deliverables and payment schedule:

	Deliverable description	Deadline	% of payment
#1	Strategy and detailed work schedule	A month after signing the contract	20%
#2	Document with curricular alignment of the contents of the remote tutoring program	Two months after signing the contract	30%
#3	Adapted/contextualized mathematics instruction materials and guides	Three months after signing the contract	50%

*Reports must be written in Spanish. All reports must be delivered to the Bank electronically in a single file that includes the cover page, the main document and the annexes. The text, tables, graphs, sources of information and bibliography must be submitted in Word and PDF. The tables and graphs that are inserted in the text must also be sent separately in some format and editable version, citing the respective source of information.

What you will need:

- **Citizenship:** You are a citizen of one of our 48 member countries.
- **Consanguinity:** You do not have relatives (up to the fourth degree of consanguinity and second degree of affinity, including the spouse) who work in the IDB Group.
- **Education:** Bachelor's degree in Pedagogy, Education, Mathematics or related areas.
- **Experience:** a minimum of 10 years of relevant experience, including several years of curriculum development experience
- **Languages:** Spanish

General and technical skills:

Specialization in curriculum development. Proven experience in developing and adapting educational materials in mathematics in Latin American countries.

Summary of the opportunity:

Type of contract: External Products and Services Consultant (PEC)

Contract duration: 3 months

Start Date: To be defined

Location: External

Responsible Person: Pablo Zoido, Lead Education Specialist SCL/EDU

Requirements: You must be a citizen of one of the 48 member countries of the IDB and have no relatives currently working in the IDB Group.

Travel requirements: No, the consultant does not require travel.

Our Culture: Our people are committed and passionate about improving the lives of people in Latin America and the Caribbean, and are able to do what they love in a diverse, collaborative and stimulating work environment. We are the first development institution in Latin America and the Caribbean to receive EDGE certification, recognizing our strong commitment to gender equality. Our employees can become part of internal resource groups that connect our diverse community around common interests.

We are committed to providing equal opportunity in employment and that is why we encourage women, LGBTQ+, people with disabilities, people of African descent and indigenous peoples to apply.

About us: At the Inter-American Development Bank, we are dedicated to improving lives. Since 1959, we have been an important source of long-term financing for economic, social and institutional development in Latin America and the Caribbean. However, we do more than lend. We partner with our 48 member countries to provide Latin America and the Caribbean with cutting-edge research on relevant development issues, policy advice to inform their decisions, and technical assistance to improve project planning and execution. To do this, we need people who not only have the right skills, but are also passionate about improving lives.

Our Human Resources team carefully reviews all applications.

TERMS OF REFERENCE

Consultancy “Implementation - Accelerating learning outcomes for vulnerable youths through tutoring and mentoring programs”.

Regional
RG-T4136

1. Background and justification

1. The COVID-19 crisis affected the education systems in Latin America and the Caribbean, which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students.
2. Estimations show that around 3.5 million youths will drop-out from school, a reduction of 1.7% on the assistance rate (Szekely et al., 2022). Moreover, the World Bank (2021) estimated that the proportion of youths with low academic performance could increase by 11 p.p. for the Dominican Republic.
3. Given this context, the TC will support the efforts of the Dominican Republic to recover from COVID-19. This country was selected due to the needs and political dialogue with government authorities. Moreover, this country is finishing a pilot study, and this TC would help enlarge the pilot to evaluate the possibility of institutionalization and scalability of these kind of interventions. The country will benefit from a cost-efficient intervention to accelerate learning and recover what was lost during the pandemic.
4. This TC will use tutoring mechanisms – using phone SMS and calls – as they are shown to be an opportunity for accelerating learning outcomes at scale (Carvalho et al, 2020). These types of programs had great results at international levels, achieving impacts as high as 0.37 SD in learning outcomes of students if they are implemented with small groups, and with tutors that are professionals or volunteers trained with highly structured guidelines (Angrist et al., 2020a). Moreover, in LAC, tutoring programs have been found to motivate students to remain at school, promote attendance and academic performance, especially in those youths that have high risk of dropping-out (Barrera –Osorio et al., 2018).
5. The TC leverages lessons learnt from tutoring programs implemented in El Salvador, México, Guatemala, and Argentina, where tutors are selected among volunteers from universities, and who provided 20 minutes phone calls once a week and sent SMS reminders for a period of 8 weeks. First analysis shows that students who benefited from the tutoring program have accelerated their learning by more than 30% in comparison to the students that didn't receive tutoring sessions. This is positive as it shows that there is an impact on learning coming from tutoring and thus, can be replicated to other settings such as the Dominican Republic in which we expect similar results.
6. The services of a specialized consulting firm will be contracted to work as an implementing partner in the Dominican Republic, to develop all the pedagogic and coordination activities to implement the tutoring program successfully.

1. Objectives

1. **General Objective.** Coordinate and centralize the adaptation and implementation of an intervention pilot for the recovery of fundamental learning in mathematics and strengthening of socio-emotional skills of students between 9-14 years old in the Dominican Republic, through low-cost personalized tutoring.

2. Specific Objectives:

- a. *Adapt and customize the design of an educational intervention based on international experiences, whose objective will be to reduce the learning lags detected.*
- b. *Identify and subcontract the service providers necessary for the implementation of the intervention.*
- c. *Coordinate, centralize and monitor the intervention processes, including tutor training, sending messages, making tutoring calls, recording student progress and reporting results and incidents.*
- d. *Produce a final report of the intervention in which the results, lessons learned and recommendations for its eventual escalation or transfer are collected.*

2. Scope of services

1. The purpose of the consultancy is to hire a firm to adapt the design of an educational intervention and coordinate and execute the implementation in prioritized regions of the Dominican Republic.
2. The consultancy will provide elements, based on documentary and field research, for the adaptation of the design of said educational intervention to the context of the jurisdictions in which it will be carried out.
3. The contract will assume the task of identifying, contracting and coordinating the necessary services for the effective implementation of a program for sending math problems, personalized telephone tutoring and mentoring that will strengthen socio-emotional skills in the educational systems, groups selected for the necessary treatments, for a period of eight weeks.

3. Key Activities

1. **Adaptation of the intervention design.** Work should be done in close coordination with the team of specialists and consultants from the Inter-American Development Bank to jointly define, with the authorities of each jurisdiction, the most appropriate elements for an efficient and cost-effective execution of the tutoring program. through low-cost technology (phone calls and SMS), including:
 1. *The definition of the tutor's profile and the mechanisms for their recruitment, training and monitoring;*
 2. *communication mechanisms for sending text messages and phone calls;*
 3. *Sensitization activities with the scholar communities;*
 4. *intervention monitoring systems;*
 5. *the designation of focal points for each phase of project execution.*
2. **Implementation of the intervention.** Coordination of the necessary activities in each participating jurisdiction for the implementation of the intervention for the period of time agreed in the planning, including:
 1. *identification, training, and disbursement of stipends to the personnel who will carry out the implementation of the intervention;*
 2. *allocation of each training staff with the participants in the training;*
 3. *contracting of the necessary technology to carry out the sending of text messages, telephone calls and the monitoring of the implementation;*
 4. *sensitization calls with beneficiaries to confirm their participation;*
 5. *supervision of the execution of tutorials and mentoring, monitoring of tutors and resolution of incidents;*
 6. *periodic reports on project implementation and final report on operating results.*

4. Results and expected products

1. **Product 1.** Project strategy document. This document will include:
 - a. Work plan, methodology, tutor profile, monitoring mechanisms, roadmap and execution schedule (adapted intervention proposal)
 - b. Literature review, assessment of available evidence.

2. **Product 2.** Activity report for the launch of the pilot. The deliverable will consist of:
 - a. Report on the activities carried out aimed at starting the implementation of the intervention, including all its key elements, and an analysis of lessons learned, opportunities and risks identified.
 - b. Report on sensitization activities with the scholar community and confirmation of participation of beneficiary students.
3. **Product 3.** Implementation of the tutoring program. The deliverable will consist of:
 - a. Training for tutors participating in the program.
 - b. Contracting of the necessary technology to send messages and telephone calls.
 - c. System of supervision and monitoring of the progression of tutorials.
 - d. Incident reports and operating results.
4. **Product 4.** Final report of activities. The deliverable will consist of:
 - a. Report on the activities carried out, the results obtained, the cost-effectiveness of the program, the lessons learned and recommendations for the eventual scaling up and/or transfer of the learning recovery intervention and support for the educational trajectories of students.
 - b. Conclusions on the effectiveness of remote tutoring in the academic performance in mathematics of the participants and the development of their socio-emotional skills.
5. **Project Calendar and Milestones**
 1. Contract duration: 16 months
 2. Start date: To be defined
 3. The following table illustratively shows the schedule for the delivery of the products:

PRODUCT	DEADLINE
Product 1	One month after signing the contract
Product 2	Four months after signing the contract
Product 3	Eight months after signing the contract
Product 4	Fourteen months after signing the contract

6. **Reporting requirements**
 1. All materials produced during and for this consultancy will be:
 - a. Delivered electronically.
 - b. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.
7. **Criteria of Acceptance**
 1. To be accepted, the deliverables indicated in these terms of reference must be fully attached to what is defined in these terms of reference. The IDB will review the generated products, suggesting modifications in line with compliance with these terms of reference, before their approval. The delivery of the products and reports will be the sole responsibility of the consulting firm.
8. **Other Requirements**

1. The consultant must implement the necessary measures to guarantee the security of the data, as well as take care of the encryption and analysis of the files that it exchanges with the Bank's personnel, in order to avoid data loss or contamination with computer viruses.
 2. All the original products of this consultancy will be the property of the Inter-American Development Bank and may not be disseminated, sold or used by the consultant for profit or institutional or personal promotion, nor may they be shared or transferred to third parties, in the absence of such written instruction of the works coordinator.
 3. The copyright on the original work of this project will be owned by the Inter-American Development Bank. The consultant agrees to respect the copyright of third parties on materials and sources used for this project, as well as to indicate in writing the need to cover royalties or rights, if applicable.
 4. The consultant team assigned for the consultancy must be made up of at least:
 - a. **Project Manager.** With a Master's degree in economics, public policy/management or related. And experience of: at least 4 evaluation/consulting projects that show experience of work on education carried out in the countries of Latin America and the Caribbean, on issues related to the social conditions or policies of the country; with publications in peer-reviewed journals related to education in LAC.
 - b. **Specialist in curriculum development** in the area of mathematics for the completion of the curricular alignment and the adaptation of the different materials of the intervention in pedagogical and cultural terms.
 - c. **Education specialists** to monitor implementation in each jurisdiction as coordinators of tutors.
9. **Monitoring and Reporting**
1. The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm will hold weekly meetings with the team leader, who will comment on the reports, approve the reports, documents, work, and make comments or instructions for changes. It will be the responsibility of the selected firm to ensure that these meetings take place and the reports are submitted to the Bank.
10. **Payment Calendar**
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 in this document.
 2. The Official Exchange Rate of the IDB indicated in the RFP will be applied for the necessary conversions of payments in local currency.

Plan de Pagos		
	Entregables	%
1.	Producto #1	20%
2.	Producto #2	20%
3.	Producto #3	30%
4.	Producto #4	30%
	TOTAL	100%

TERMS OF REFERENCE

Consultancy “Implementation - Accelerating learning outcomes for vulnerable youths through tutoring and mentoring programs”.

Regional
RG-T4136

1. Background and justification

1. The COVID-19 crisis affected the education systems in Latin America and the Caribbean, which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students.
2. Estimations show that around 3.5 million youths will drop-out from school, a reduction of 1.7% on the assistance rate (Szekely et al., 2022). Moreover, the World Bank (2021) estimated that the proportion of youths with low academic performance could increase by 11 p.p. for the Dominican Republic.
3. Given this context, the TC will support the efforts of the Dominican Republic to recover from COVID-19. This country was selected due to the needs and political dialogue with government authorities. Moreover, this country is finishing a pilot study, and this TC would help enlarge the pilot to evaluate the possibility of institutionalization and scalability of these kind of interventions. The country will benefit from a cost-efficient intervention to accelerate learning and recover what was lost during the pandemic.
4. This TC will use tutoring mechanisms – using phone SMS and calls – as they are shown to be an opportunity for accelerating learning outcomes at scale (Carvalho et al, 2020). These types of programs had great results at international levels, achieving impacts as high as 0.37 SD in learning outcomes of students if they are implemented with small groups, and with tutors that are professionals or volunteers trained with highly structured guidelines (Angrist et al., 2020a). Moreover, in LAC, tutoring programs have been found to motivate students to remain at school, promote attendance and academic performance, especially in those youths that have high risk of dropping-out (Barrera –Osorio et al., 2018).
5. The TC leverages lessons learnt from tutoring programs implemented in El Salvador, México, Guatemala, and Argentina, where tutors are selected among volunteers from universities, and who provided 20 minutes phone calls once a week and sent SMS reminders for a period of 8 weeks. First analysis shows that students who benefited from the tutoring program have accelerated their learning by more than 30% in comparison to the students that didn't receive tutoring sessions. This is positive as it shows that there is an impact on learning coming from tutoring and thus, can be replicated to other settings such as the Dominican Republic in which we expect similar results.
6. The services of a specialized consulting firm will be contracted to work as an implementing partner in the Dominican Republic, to develop all the pedagogic and coordination activities to implement the tutoring program successfully.

1. Objectives

1. **General Objective.** Coordinate and centralize the adaptation and implementation of an intervention pilot for the recovery of fundamental learning in mathematics and strengthening of socio-emotional skills of students between 9-14 years old in the Dominican Republic, through low-cost personalized tutoring.

2. Specific Objectives:

- a. *Adapt and customize the design of an educational intervention based on international experiences, whose objective will be to reduce the learning lags detected.*
- b. *Identify and subcontract the service providers necessary for the implementation of the intervention.*
- c. *Coordinate, centralize and monitor the intervention processes, including tutor training, sending messages, making tutoring calls, recording student progress and reporting results and incidents.*
- d. *Produce a final report of the intervention in which the results, lessons learned and recommendations for its eventual escalation or transfer are collected.*

2. Scope of services

1. The purpose of the consultancy is to hire a firm to adapt the design of an educational intervention and coordinate and execute the implementation in prioritized regions of the Dominican Republic.
2. The consultancy will provide elements, based on documentary and field research, for the adaptation of the design of said educational intervention to the context of the jurisdictions in which it will be carried out.
3. The contract will assume the task of identifying, contracting and coordinating the necessary services for the effective implementation of a program for sending math problems, personalized telephone tutoring and mentoring that will strengthen socio-emotional skills in the educational systems, groups selected for the necessary treatments, for a period of eight weeks.

3. Key Activities

1. **Adaptation of the intervention design.** Work should be done in close coordination with the team of specialists and consultants from the Inter-American Development Bank to jointly define, with the authorities of each jurisdiction, the most appropriate elements for an efficient and cost-effective execution of the tutoring program. through low-cost technology (phone calls and SMS), including:
 - a. *The definition of the tutor's profile and the mechanisms for their recruitment, training and monitoring;*
 - b. *communication mechanisms for sending text messages and phone calls;*
 - c. *Sensitization activities with the scholar communities;*
 - d. *intervention monitoring systems;*
 - e. *the designation of focal points for each phase of project execution.*
2. **Implementation of the intervention.** Coordination of the necessary activities in each participating jurisdiction for the implementation of the intervention for the period of time agreed in the planning, including:
 - a. *identification, training, and disbursement of stipends to the personnel who will carry out the implementation of the intervention;*
 - b. *allocation of each training staff with the participants in the training;*
 - c. *contracting of the necessary technology to carry out the sending of text messages, telephone calls and the monitoring of the implementation;*
 - d. *sensitization calls with beneficiaries to confirm their participation;*
 - e. *supervision of the execution of tutorials and mentoring, monitoring of tutors and resolution of incidents;*
 - f. *periodic reports on project implementation and final report on operating results.*

4. **Results and expected products**

1. **Product 1.** Project strategy document. This document will include:
 - a. Work plan, methodology, tutor profile, monitoring mechanisms, roadmap and execution schedule (adapted intervention proposal)
 - b. Literature review, assessment of available evidence.
2. **Product 2.** Activity report for the launch of the pilot. The deliverable will consist of:
 - a. Report on the activities carried out aimed at starting the implementation of the intervention, including all its key elements, and an analysis of lessons learned, opportunities and risks identified.
 - b. Report on sensitization activities with the scholar community and confirmation of participation of beneficiary students.
3. **Product 3.** Implementation of the tutoring program. The deliverable will consist of:
 - a. Training for tutors participating in the program.
 - b. Contracting of the necessary technology to send messages and telephone calls.
 - c. System of supervision and monitoring of the progression of tutorials.
 - d. Incident reports and operating results.
4. **Product 4.** Final report of activities. The deliverable will consist of:
 - a. Report on the activities carried out, the results obtained, the cost-effectiveness of the program, the lessons learned and recommendations for the eventual scaling up and/or transfer of the learning recovery intervention and support for the educational trajectories of students.
 - b. Conclusions on the effectiveness of remote tutoring in the academic performance in mathematics of the participants and the development of their socio-emotional skills.

5. **Project Calendar and Milestones**

1. Contract duration: 16 months
2. Start date: To be defined
3. The following table illustratively shows the schedule for the delivery of the products:

PRODUCT	DEADLINE
Product 1	One month after signing the contract
Product 2	Four months after signing the contract
Product 3	Eight months after signing the contract
Product 4	Fourteen months after signing the contract

6. **Reporting requirements**

1. All materials produced during and for this consultancy will be:
 - a. Delivered electronically.
 - b. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

7. **Criteria of Acceptance**

1. To be accepted, the deliverables indicated in these terms of reference must be fully attached to what is defined in these terms of reference. The IDB will review the generated products, suggesting modifications in line with compliance with these terms of reference, before their approval. The delivery of the products and reports will be the sole responsibility of the consulting firm.

8. **Other Requirements**

1. The consultant must implement the necessary measures to guarantee the security of the data, as well as take care of the encryption and analysis of the files that it exchanges with the Bank's personnel, in order to avoid data loss or contamination with computer viruses.
2. All the original products of this consultancy will be the property of the Inter-American Development Bank and may not be disseminated, sold or used by the consultant for profit or institutional or personal promotion, nor may they be shared or transferred to third parties, in the absence of such written instruction of the works coordinator.
3. The copyright on the original work of this project will be owned by the Inter-American Development Bank. The consultant agrees to respect the copyright of third parties on materials and sources used for this project, as well as to indicate in writing the need to cover royalties or rights, if applicable.
4. The consultant team assigned for the consultancy must be made up of at least:
 - a. **Project Manager.** With a Master's degree in economics, public policy/management or related. And experience of: at least 4 evaluation/consulting projects that show experience of work on education carried out in the countries of Latin America and the Caribbean, on issues related to the social conditions or policies of the country; with publications in peer-reviewed journals related to education in LAC.
 - b. **Specialist in curriculum development** in the area of mathematics for the completion of the curricular alignment and the adaptation of the different materials of the intervention in pedagogical and cultural terms.
 - c. **Education specialists** to monitor implementation in each jurisdiction as coordinators of tutors.

9. **Monitoring and Reporting**

1. The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm will hold weekly meetings with the team leader, who will comment on the reports, approve the reports, documents, work, and make comments or instructions for changes. It will be the responsibility of the selected firm to ensure that these meetings take place and the reports are submitted to the Bank.

10. **Payment Calendar**

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 in this document.
2. The Official Exchange Rate of the IDB indicated in the RFP will be applied for the necessary conversions of payments in local currency.

Plan de Pagos	
Entregables	%
1. Producto #1	20%
2. Producto #2	20%
3. Producto #3	30%
4. Producto #4	30%
TOTAL	100%

TERMS OF REFERENCE

Consultancy “Evaluation -Accelerating learning outcomes for vulnerable youths through tutoring and mentoring programs”.

Regional
RG-T4136

1. Background and justification

- 1.1 The COVID-19 crisis affected the education systems in Latin America and the Caribbean, which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students.
- 1.2 Estimates show that around 3.5 million youths will drop-out from school, a reduction of 1.7% on the assistance rate (Szekely et al., 2022). Moreover, the World Bank (2021) estimated that the proportion of youths with low academic performance could increase by 19 p.p. for Ecuador and 11 p.p. for the Dominican Republic.
- 1.3 Given this context, the TC will support the efforts of Ecuador to recover from COVID-19. This country was selected due to the needs and political dialogue with government authorities. Moreover, the national government has largely invested in hybrid and flexible models and have directly asked the Bank to be part of the study. The country will benefit from a cost-efficient intervention to accelerate learning and recover what was lost during the pandemic.
- 1.4 This TC will use tutoring mechanisms – using phone SMS and calls – as they are shown to be an opportunity for accelerating learning outcomes at scale (Carvalho et al, 2020). These types of programs had great results at international levels, achieving impacts as high as 0.37 SD in learning outcomes of students if they are implemented with small groups, and with tutors that are professionals or volunteers trained with highly structured guidelines (Angrist et al., 2020a). Moreover, in LAC, tutoring programs have been found to motivate students to remain at school, promote attendance and academic performance, especially in those youths that have high risk of dropping-out (Barrera –Osorio et al., 2018).
- 1.5 The TC leverages lessons learnt from tutoring programs implemented in El Salvador, México, Guatemala, and Argentina, where tutors are selected among volunteers from universities, and who provided 20 minutes phone calls once a week and sent SMS reminders for a period of 8 weeks. First analysis shows that students who benefited from the tutoring program have accelerated their learning by more than 30% in comparison to the students that didn't receive tutoring sessions. This is positive as it shows that there is an impact on learning coming from tutoring and thus, can be replicated to other settings such as Ecuador in which we expect similar results.
- 1.6 The services of a specialized consulting firm will be contracted to work as an evaluation partner in Ecuador, to develop all the activities to evaluate the impact of the tutoring program successfully.

2. Objectives

2.1 General Objective. Design, coordinate and centralize the impact evaluation of an intervention pilot for the recovery of fundamental learning in mathematics and strengthening of socio-emotional skills of students between 9-14 years old in Ecuador, through low-cost personalized tutoring.

2.2 Specific Objectives:

- a) *Design an impact evaluation of the intervention;*
- b) *Design the results and performance framework;*
- c) *Carry out a baseline of 2000 children and adolescents, in the prioritized regions of Ecuador for the intervention;*
- d) *Carry out a randomization process of control groups and treatments, originating from the baseline;*
- e) *Carry out an endline with the same students surveyed in the baseline;*
- f) *Analyze the results of impact measurement.*

3. Scope of services

- 3.1 The purpose of the consultancy is to hire a firm to design, coordinate and centralize an impact measurement in regions prioritized in Ecuador to carry out the intervention.
- 3.2 To achieve the measurement, the survey of the follow-up line must contemplate the same students surveyed as the baseline, maintaining the treatment and control groups defined in the randomization.
- 3.3 The consultancy will additionally provide elements for the design of said educational intervention, especially in the logistics required in the field for the survey of the baseline and follow-up.

4. Key Activities

4.1 Evaluation design. The data collection instruments to be used and the quality assurance procedures for the information collected must be specified. Likewise, the procedures and protocols for the follow-up, monitoring and auditing of the information collected in the process will be defined. The proposal must clearly identify the milestones and processes that will be developed in the Evaluation Plan for this Project. The evaluation design must include:

- a) *Contextualization of the evaluation of Ecuador (includes literature review, assessment of available evidence, etc.);*
- b) *sample design;*
- c) *Definition of data collection instruments, which must correspond to the contents of the related intervention;*
- d) *Cultural adaptation of the selected instruments;*
- e) *Accompaniment in the design of the Educational Intervention;*
- f) *Definition of elements of training, pilot, supervision and audit;*
- g) *Incorporation in the design of elements that generate the conditions for lifting the monitoring line in the households included in the baseline.*

4.2 Baseline and endline survey. Coordination of the necessary activities in the prioritized regions of Ecuador to carry out the evaluation, including:

- a) *Coordination for the collection of 2000 questionnaires for students, for the creation of the Baseline;*
- b) *Cleaning and systematization of information in databases;*
- c) *Randomization for allocation of participants in treatment group and control group;*
- d) *Accompaniment to the design of educational intervention through the generation of relevant inputs and information for the design and implementation of the same intervention with the students participating in the baseline and follow-up;*
- e) *Coordination for the collection of 2000 questionnaires for students, for the conformation of the follow-up line.*

5. Results and expected products

5.2 Product 1. Work plan for the impact evaluation:

- a. Roadmap and schedule
- b. Literature review, assessment of available evidence.

5.2 Product 2. Evaluation design and process to collect data. The deliverable will consist of:

- c. Sample design of the regions prioritized for intervention
- d. Design of data collection instruments
- e. Definition and design of the field work strategy (includes supervision, training, etc.)
- f. Adaptation of the measuring instrument
- g. Coordination of field work to collect information, in all prioritized regions
- h. Accompaniment in the methodological design for the implementation of the intervention
- i. Report of information collected and lessons learned from the process

5.3 Product 3. Baseline and endline integration. The deliverable will consist of:

- a. Database cleaning for integration into a single file
- b. Descriptive summary of the main statistic
- c. Elements for the design of the educational intervention and for the lifting of the endline.
- d. Randomization of participants into treatment and control groups for the educational intervention

5.4 Product 4. Final activity report and impact assessment report. The deliverable will consist of:

- a. Conclusions on the effectiveness of remote tutoring in the academic performance in mathematics of the participants and the development of their socio-emotional skills
- b. Findings and incidences on the differences in the baseline and follow-up of the population within the treatment and control groups.
- c. Recommendations according to lessons learned during the evaluation process.

6. Project Calendar and Milestones

6.1 Contract duration: 12 months

6.2 Start date: To be defined

6.3 The following table illustratively shows the schedule for the delivery of the products:

PRODUCT	DEADLINE
Product 1	One month after signing the contract
Product 2	Four months after signing the contract
Product 3	Eight months after signing the contract
Product 4	Twelve months after signing the contract

7. Reporting requirements

7.1 All materials produced during and for this consultancy will be:

- a. Delivered electronically.
- b. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

8. Criteria of Acceptance

8.1 To be accepted, the deliverables indicated in these terms of reference must be fully attached to what is defined in these terms of reference. The IDB will review the generated products, suggesting modifications in line with compliance with these terms of reference, before their approval. The delivery of the products and reports will be the sole responsibility of the consulting firm.

9. Other Requirements

- 9.1 The consultant must implement the necessary measures to guarantee the security of the data, as well as take care of the encryption and analysis of the files that it exchanges with the Bank's personnel, in order to avoid data loss or contamination with computer viruses.
- 9.2 All the original products of this consultancy will be the property of the Inter-American Development Bank and may not be disseminated, sold or used by the consultant for profit or institutional or personal promotion, nor may they be shared or transferred to third parties, in the absence of such written instruction of the works coordinator.

- 9.3 The copyright on the original work of this project will be owned by the Inter-American Development Bank. The consultant agrees to respect the copyright of third parties on materials and sources used for this project, as well as to indicate in writing the need to cover royalties or rights, if applicable.
- 9.4 The consultant team assigned for the consultancy must be made up of at least:
- a) **Project Leader.** With a Master's degree in economics or related. And experience of: at least 4 evaluation/consulting projects that show experience of work on education carried out in South American countries, on issues related to the social conditions or policies of the country; with publications in peer-reviewed journals related to education in LAC. Coordination of 10 evaluations/consultancies in LAC on public policy with field work to obtain information from primary sources.
 - b) **One expert researcher** in design and **qualitative methods**.
 - c) **One expert researcher** in **quantitative methods**.

10. Monitoring and Reporting

- 10.1 The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm will hold weekly meetings with the team leader, who will comment on the reports, approve the reports, documents, work, and make comments or instructions for changes. It will be the responsibility of the selected firm to ensure that these meetings take place and the reports are submitted to the Bank.

11. Payment Calendar

- 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 in this document.
- 11.2 The Official Exchange Rate of the IDB indicated in the RFP will be applied for the necessary conversions of payments in local currency.

Plan de Pagos		
	Entregables	%
1.	Producto #1	20%
2.	Producto #2	20%
3.	Producto #3	30%
4.	Producto #4	30%
	TOTAL	100%

TERMS OF REFERENCE

Consultancy “Evaluation -Accelerating learning outcomes for vulnerable youths through tutoring and mentoring programs”.

Regional
RG-T4136

1. Background and justification

- 1.1. The COVID-19 crisis affected the education systems in Latin America and the Caribbean, which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students.
- 1.2. Estimates show that around 3.5 million youths will drop-out from school, a reduction of 1.7% on the assistance rate (Szekely et al., 2022). Moreover, the World Bank (2021) estimated that the proportion of youths with low academic performance could increase by 11 p.p. for the Dominican Republic.
- 1.3. Given this context, the TC will support the efforts of the Dominican Republic to recover from COVID-19. This country was selected due to the needs and political dialogue with government authorities. Moreover, this country is finishing a pilot study, and this TC would help enlarge the pilot to evaluate the possibility of institutionalization and scalability of these kinds of interventions. The country will benefit from a cost-efficient intervention to accelerate learning and recover what was lost during the pandemic.
- 1.4. This TC will use tutoring mechanisms – using phone SMS and calls – as they are shown to be an opportunity for accelerating learning outcomes at scale (Carvalho et al, 2020). These types of programs had great results at international levels, achieving impacts as high as 0.37 SD in learning outcomes of students if they are implemented with small groups, and with tutors that are professionals or volunteers trained with highly structured guidelines (Angrist et al., 2020a). Moreover, in LAC, tutoring programs have been found to motivate students to remain at school, promote attendance and academic performance, especially in those youths that have high risk of dropping-out (Barrera –Osorio et al., 2018).
- 1.5. The TC leverages lessons learnt from tutoring programs implemented in El Salvador, México, Guatemala, and Argentina, where tutors are selected among volunteers from universities, and who provided 20 minutes phone calls once a week and sent SMS reminders for a period of 8 weeks. First analysis shows that students who benefited from the tutoring program have accelerated their learning by more than 30% in comparison to the students that didn't receive tutoring sessions. This is positive as it shows that there is an impact on learning coming from tutoring and thus, can be replicated to other settings such as the Dominican Republic in which we expect similar results.
- 1.6. The services of a specialized consulting firm will be contracted to work as an evaluation partner in the Dominican Republic, to develop all the activities to evaluate the impact of the tutoring program successfully.

1. Objectives

- 1.1. **General Objective.** Design, coordinate and centralize the impact evaluation of an intervention pilot for the recovery of fundamental learning in mathematics and strengthening of socio-emotional skills of students between 9-14 years old in the Dominican Republic, through low-cost personalized tutoring.

1.2. Specific Objectives:

- a. *Design an impact evaluation of the intervention;*

- b. *Design the results and performance framework;*
- c. *Carry out a baseline of 2000 children and adolescents, in the prioritized regions of the Dominican Republic for the intervention;*
- d. *Carry out a randomization process of control groups and treatments, originating from the baseline;*
- e. *Carry out an endline with the same students surveyed in the baseline;*
- f. *Analyze the results of impact measurement.*

2. Scope of services

- 2.1.** The purpose of the consultancy is to hire a firm to design, coordinate and centralize an impact measurement in regions prioritized in the Dominican Republic to carry out the intervention.
- 2.2.** To achieve the measurement, the survey of the follow-up line must contemplate the same students surveyed as the baseline, maintaining the treatment and control groups defined in the randomization.
- 2.3.** The consultancy will additionally provide elements for the design of said educational intervention, especially in the logistics required in the field for the survey of the baseline and follow-up.

3. Key Activities

3.1 Evaluation design. The data collection instruments to be used and the quality assurance procedures for the information collected must be specified. Likewise, the procedures and protocols for the follow-up, monitoring and auditing of the information collected in the process will be defined. The proposal must clearly identify the milestones and processes that will be developed in the Evaluation Plan for this Project. The evaluation design must include:

- a. *Contextualization of the evaluation of the Dominican Republic (includes literature review, assessment of available evidence, etc.);*
- b. *sample design;*
- c. *Definition of data collection instruments, which must correspond to the contents of the related intervention;*
- d. *Cultural adaptation of the selected instruments;*
- e. *Accompaniment in the design of the Educational Intervention;*
- f. *Definition of elements of training, pilot, supervision and audit;*
- g. *Incorporation in the design of elements that generate the conditions for lifting the monitoring line in the households included in the baseline.*

3.2 Baseline and endline survey. Coordination of the necessary activities in the prioritized regions of the Dominican Republic to carry out the evaluation, including:

- a. *Coordination for the collection of 2000 questionnaires for students, for the creation of the Baseline;*
- b. *Cleaning and systematization of information in databases;*
- c. *Randomization for allocation of participants in treatment group and control group;*
- d. *Accompaniment to the design of educational intervention through the generation of relevant inputs and information for the design and implementation of the same intervention with the students participating in the baseline and follow-up;*
- e. *Coordination for the collection of 2000 questionnaires for students, for the conformation of the follow-up line.*

4. Results and expected products

- 4.1. Product 1.** Work plan for the impact evaluation:
 - a. Roadmap and schedule

- b. Literature review, assessment of available evidence.

4.2. Product 2. Evaluation design and process to collect data. The deliverable will consist of:

- a. Sample design of the regions prioritized for intervention
- b. Design of data collection instruments
- c. Definition and design of the field work strategy (includes supervision, training, etc.)
- d. Adaptation of the measuring instrument
- e. Coordination of field work to collect information, in all prioritized regions
- f. Accompaniment in the methodological design for the implementation of the intervention
- g. Report of information collected and lessons learned from the process

4.3. Product 3. Baseline and endline integration. The deliverable will consist of:

- a. Database cleaning for integration into a single file
- b. Descriptive summary of the main statistic
- c. Elements for the design of the educational intervention and for the lifting of the endline.
- d. Randomization of participants into treatment and control groups for the educational intervention

4.4. Product 4. Final activity report and impact assessment report. The deliverable will consist of:

- a. Conclusions on the effectiveness of remote tutoring in the academic performance in mathematics of the participants and the development of their socio-emotional skills
- b. Findings and incidences on the differences in the baseline and follow-up of the population within the treatment and control groups.
- c. Recommendations according to lessons learned during the evaluation process.

5. Project Calendar and Milestones

5.1. Contract duration: 12 months

5.2. Start date: To be defined

5.3. The following table illustratively shows the schedule for the delivery of the products:

PRODUCT	DEADLINE
Product 1	One month after signing the contract
Product 2	Four months after signing the contract
Product 3	Eight months after signing the contract
Product 4	Twelve months after signing the contract

6. Reporting requirements

6.1. All materials produced during and for this consultancy will be:

- a. Delivered electronically.
- b. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

7. Criteria of Acceptance

7.1. To be accepted, the deliverables indicated in these terms of reference must be fully attached to what is defined in these terms of reference. The IDB will review the generated products, suggesting modifications in line with compliance with these terms of reference, before their approval. The

delivery of the products and reports will be the sole responsibility of the consulting firm.

8. Other Requirements

- 8.1. The consultant must implement the necessary measures to guarantee the security of the data, as well as take care of the encryption and analysis of the files that it exchanges with the Bank's personnel, in order to avoid data loss or contamination with computer viruses.
- 8.2. All the original products of this consultancy will be the property of the Inter-American Development Bank and may not be disseminated, sold or used by the consultant for profit or institutional or personal promotion, nor may they be shared or transferred to third parties, in the absence of such written instruction of the works coordinator.
- 8.3. The copyright on the original work of this project will be owned by the Inter-American Development Bank. The consultant agrees to respect the copyright of third parties on materials and sources used for this project, as well as to indicate in writing the need to cover royalties or rights, if applicable.
- 8.4. The consultant team assigned for the consultancy must be made up of at least:
 - a. **Project Leader.** With a Master's degree in economics or related. And experience of: at least 4 evaluation/consulting projects that show experience of work on education carried out in South American countries, on issues related to the social conditions or policies of the country; with publications in peer-reviewed journals related to education in LAC. Coordination of 10 evaluations/consultancies in LAC on public policy with field work to obtain information from primary sources.
 - b. **One expert researcher** in design and **qualitative methods**.
 - c. **One expert researcher** in **quantitative methods**.

9. Monitoring and Reporting

- 9.1. The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm will hold weekly meetings with the team leader, who will comment on the reports, approve the reports, documents, work, and make comments or instructions for changes. It will be the responsibility of the selected firm to ensure that these meetings take place and the reports are submitted to the Bank.

10. Payment Calendar

- 10.1. 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 in this document.
- 10.2. The Official Exchange Rate of the IDB indicated in the RFP will be applied for the necessary conversions of payments in local currency.

Plan de Pagos	
Entregables	%
1. Producto #1	20%
2. Producto #2	20%
3. Producto #3	30%
4. Producto #4	30%
TOTAL	100%

TERMS OF REFERENCE

Consultancy “First Communication and Dissemination Campaign - Accelerating learning outcomes for vulnerable youths through tutoring and mentoring programs”.

Regional
RG-T4136

1. Background and justification

- 1.1. The COVID-19 crisis affected the education systems in Latin America and the Caribbean, which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students.
- 1.2. Estimations show that around 3.5 million youths will drop-out from school, a reduction of 1.7% on the assistance rate (Szekely et al., 2022). Moreover, the World Bank (2021) estimated that the proportion of youths with low academic performance could increase by 11 p.p. for the Dominican Republic.
- 1.3. Given this context, the TC will support the efforts of the Dominican Republic to recover from COVID-19. This country was selected due to the needs and political dialogue with government authorities. Moreover, this country is finishing a pilot study, and this TC would help enlarge the pilot to evaluate the possibility of institutionalization and scalability of these kind of interventions. The country will benefit from a cost-efficient intervention to accelerate learning and recover what was lost during the pandemic.
- 1.4. This TC will use tutoring mechanisms – using phone SMS and calls – as they are shown to be an opportunity for accelerating learning outcomes at scale (Carvalho et al, 2020). These types of programs had great results at international levels, achieving impacts as high as 0.37 SD in learning outcomes of students if they are implemented with small groups, and with tutors that are professionals or volunteers trained with highly structured guidelines (Angrist et al., 2020a). Moreover, in LAC, tutoring programs have been found to motivate students to remain at school, promote attendance and academic performance, especially in those youths that have high risk of dropping-out (Barrera –Osorio et al., 2018).
- 1.5. The TC leverages lessons learnt from tutoring programs implemented in El Salvador, México, Guatemala, and Argentina, where tutors are selected among volunteers from universities, and who provided 20 minutes phone calls once a week and sent SMS reminders for a period of 8 weeks. First analysis shows that students who benefited from the tutoring program have accelerated their learning by more than 30% in comparison to the students that didn't receive tutoring sessions. This is positive as it shows that there is an impact on learning coming from tutoring and thus, can be replicated to other settings such as the Dominican Republic in which we expect similar results.
- 1.6. The services of a specialized consulting firm will be contracted to propose, design, and develop a series of communication products to accompany the launch of the tutoring interventions in both Ecuador and the Dominican Republic, as well as for the organization of 2 seminars with policymakers, specialists and other stakeholders.

1. Objectives

- 1.1. **General Objective.** Propose, design, and develop a series of communication products to accompany the launch of the tutoring interventions in both Ecuador and the Dominican Republic, as well as for the organization of 2 seminars with policymakers, specialists and other stakeholders. This will be the first of two communication campaigns contemplated as part of this project.
- 1.2. **Specific Objectives:**

- a. *Convey the importance of accelerating learning as a flexible and timely strategy to close the gaps between vulnerable students and the rest.*
- b. *Prepare the ground for a successful implementation of remote tutoring programs at the regional level, ensuring buy-in from relevant stakeholders.*
- c. *Capture and simplify the theory of change behind the remote tutoring and accelerated learning strategies.*
- d. *Produce a successful communication campaign with memorable products and dissemination spaces for the launch of the next round of pilots.*

2. Scope of services

- 2.1. The purpose of the consultancy is to hire a firm to design a communication strategy for the implementation of the remote tutoring programs in Ecuador and the Dominican Republic.
- 2.2. The consultancy will produce a strategy with a sufficient number of relevant communication products, aligned with both the IDB and the accelerated learning graphic identities.
- 2.3. The contract will assume the task of generating or gathering all the relevant footage or graphic material in order to produce the expected communication products, as well as the organization of 2 international seminars with the participation of relevant stakeholders.

3. Key Activities

- 3.1. **Adaptation of the intervention design.** Work should be done in close coordination with the team of specialists and consultants from the Inter-American Development Bank to jointly define, with the authorities of each jurisdiction, the most appropriate elements for an efficient and cost-effective execution of the tutoring program. through low-cost technology (phone calls and SMS), including:

- a. *The definition of the tutor's profile and the mechanisms for their recruitment, training and monitoring;*
- b. *communication mechanisms for sending text messages and phone calls;*
- c. *Sensitization activities with the scholar communities;*
- d. *intervention monitoring systems;*
- e. *the designation of focal points for each phase of project execution.*

- 3.2. **Implementation of the intervention.** Coordination of the necessary activities in each participating jurisdiction for the implementation of the intervention for the period of time agreed in the planning, including:

- a. *identification and training of the personnel who will carry out the implementation of the intervention;*
- b. *allocation of each training staff with the participants in the training;*
- c. *contracting of the necessary technology to carry out the sending of text messages, telephone calls and the monitoring of the implementation;*
- d. *sensitization calls with beneficiaries to confirm their participation;*
- e. *supervision of the execution of tutorials and mentoring, monitoring of tutors and resolution of incidents;*
- f. *periodic reports on project implementation and final report on operating results.*

4. Results and expected products

- 4.1. **Product 1.** Communication strategy document. This document will include:
- 4.2. **Product 2.** Stationary, flyers and other graphic materials
- 4.3. **Product 3.** Motion-graphic videos with translation to English

4.4. **Product 4.** Organization of dissemination spaces

5. **Project Calendar and Milestones**

5.1. Contract duration: 6 months

5.2. Start date: To be defined

5.3. The following table illustratively shows the schedule for the delivery of the products:

PRODUCT	DEADLINE
Product 1	One month after signing the contract
Product 2	Four months after signing the contract
Product 3	Eight months after signing the contract
Product 4	Fourteen months after signing the contract

6. **Reporting requirements**

6.1. All materials produced during and for this consultancy will be:

- Delivered electronically.
- Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

7. **Criteria of Acceptance**

7.1. To be accepted, the deliverables indicated in these terms of reference must be fully attached to what is defined in these terms of reference. The IDB will review the generated products, suggesting modifications in line with compliance with these terms of reference, before their approval. The delivery of the products and reports will be the sole responsibility of the consulting firm.

8. **Other Requirements**

- The consultant must implement the necessary measures to guarantee the security of the data, as well as take care of the encryption and analysis of the files that it exchanges with the Bank's personnel, in order to avoid data loss or contamination with computer viruses.
- All the original products of this consultancy will be the property of the Inter-American Development Bank and may not be disseminated, sold or used by the consultant for profit or institutional or personal promotion, nor may they be shared or transferred to third parties, in the absence of such written instruction of the works coordinator.
- The copyright on the original work of this project will be owned by the Inter-American Development Bank. The consultant agrees to respect the copyright of third parties on materials and sources used for this project, as well as to indicate in writing the need to cover royalties or rights, if applicable.
- The consultant team assigned for the consultancy must be made up of at least:
 - Communication specialist.** With a Bachelor's degree or equivalent in advertising, communications or related field of study. Experience of: at least 4 previous communication campaigns that show experience of work on education carried out in the countries of Latin America and the Caribbean.
 - Graphic designers & video editors**
 - Dedicated project manager**

9. **Monitoring and Reporting**

- 9.1. The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm will hold weekly meetings with the team leader, who will comment on the reports, approve the reports, documents, work, and make comments or instructions for changes. It will be the responsibility of the selected firm to ensure that these meetings take place and the reports are submitted to the Bank.

10. **Payment Calendar**

- 10.1. 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 in this document.
- 10.2. The Official Exchange Rate of the IDB indicated in the RFP will be applied for the necessary conversions of payments in local currency.

Plan de Pagos	
Deliverables	%
1. Product #1	20%
2. Product #2	20%
3. Product #3	30%
4. Product #4	30%
TOTAL	100%

TERMS OF REFERENCE

Consultancy “Second Communication and Dissemination Campaign - Accelerating learning outcomes for vulnerable youths through tutoring and mentoring programs”.

Regional
RG-T4136

2. Background and justification

- 2.1. The COVID-19 crisis affected the education systems in Latin America and the Caribbean, which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students.
- 2.2. Estimations show that around 3.5 million youths will drop-out from school, a reduction of 1.7% on the assistance rate (Szekely et al., 2022). Moreover, the World Bank (2021) estimated that the proportion of youths with low academic performance could increase by 11 p.p. for the Dominican Republic.
- 2.3. Given this context, the TC will support the efforts of the Dominican Republic to recover from COVID-19. This country was selected due to the needs and political dialogue with government authorities. Moreover, this country is finishing a pilot study, and this TC would help enlarge the pilot to evaluate the possibility of institutionalization and scalability of these kind of interventions. The country will benefit from a cost-efficient intervention to accelerate learning and recover what was lost during the pandemic.
- 2.4. This TC will use tutoring mechanisms – using phone SMS and calls – as they are shown to be an opportunity for accelerating learning outcomes at scale (Carvalho et al, 2020). These types of programs had great results at international levels, achieving impacts as high as 0.37 SD in learning outcomes of students if they are implemented with small groups, and with tutors that are professionals or volunteers trained with highly structured guidelines (Angrist et al., 2020a). Moreover, in LAC, tutoring programs have been found to motivate students to remain at school, promote attendance and academic performance, especially in those youths that have high risk of dropping-out (Barrera –Osorio et al., 2018).
- 2.5. The TC leverages lessons learnt from tutoring programs implemented in El Salvador, México, Guatemala, and Argentina, where tutors are selected among volunteers from universities, and who provided 20 minutes phone calls once a week and sent SMS reminders for a period of 8 weeks. First analysis shows that students who benefited from the tutoring program have accelerated their learning by more than 30% in comparison to the students that didn't receive tutoring sessions. This is positive as it shows that there is an impact on learning coming from tutoring and thus, can be replicated to other settings such as the Dominican Republic in which we expect similar results.
- 2.6. The services of a specialized consulting firm will be contracted to propose, design, and develop a series of communication products to accompany the dissemination of results of the tutoring interventions in both Ecuador and the Dominican Republic, as well as for the organization of 2 seminars with policymakers, specialists and other stakeholders.

11. Objectives

- 11.1. **General Objective.** Propose, design, and develop a series of communication products to accompany the dissemination of results of the tutoring interventions in both Ecuador and the Dominican Republic, as well as for the organization of 2 seminars with policymakers, specialists and other stakeholders. As the second communication campaign of this project, it must be aligned or clearly related to the first series of products.

11.2. Specific Objectives:

- e. Convey the importance of accelerating learning as a flexible and timely strategy to close the gaps between vulnerable students and the rest.*
- f. Prepare the ground for a successful implementation of remote tutoring programs at the regional level, ensuring buy-in from relevant stakeholders.*
- g. Capture and simplify the theory of change behind the remote tutoring and accelerated learning strategies.*
- h. Produce a successful communication campaign with memorable products and dissemination spaces for the launch of the next round of pilots.*

12. Scope of services

- 12.1.** The purpose of the consultancy is to hire a firm to design a communication strategy for the implementation of the remote tutoring programs in Ecuador and the Dominican Republic.
- 12.2.** The consultancy will produce a strategy with a sufficient number of relevant communication products, aligned with both the IDB and the accelerated learning graphic identities.
- 12.3.** The contract will assume the task of generating or gathering all the relevant footage or graphic material in order to produce the expected communication products, as well as the organization of 2 international seminars with the participation of relevant stakeholders.

13. Key Activities

- 13.1. Adaptation of the intervention design.** Work should be done in close coordination with the team of specialists and consultants from the Inter-American Development Bank to jointly define, with the authorities of each jurisdiction, the most appropriate elements for an efficient and cost-effective execution of the tutoring program. through low-cost technology (phone calls and SMS), including:

- f. The definition of the tutor's profile and the mechanisms for their recruitment, training and monitoring;*
- g. communication mechanisms for sending text messages and phone calls;*
- h. Sensitization activities with the scholar communities;*
- i. intervention monitoring systems;*
- j. the designation of focal points for each phase of project execution.*

- 13.2. Implementation of the intervention.** Coordination of the necessary activities in each participating jurisdiction for the implementation of the intervention for the period of time agreed in the planning, including:

- g. identification and training of the personnel who will carry out the implementation of the intervention;*
- h. allocation of each training staff with the participants in the training;*
- i. contracting of the necessary technology to carry out the sending of text messages, telephone calls and the monitoring of the implementation;*
- j. sensitization calls with beneficiaries to confirm their participation;*
- k. supervision of the execution of tutorials and mentoring, monitoring of tutors and resolution of incidents;*
- l. periodic reports on project implementation and final report on operating results.*

14. Results and expected products

- 14.1. Product 1.** Communication strategy document. This document will include:
- 14.2. Product 2.** Stationary, flyers and other graphic materials

14.3. Product 3. Motion-graphic videos with translation to English

14.4.Product 4. Organization of dissemination spaces

15. Project Calendar and Milestones

15.1. Contract duration: 6 months

15.2. Start date: To be defined

15.3. The following table illustratively shows the schedule for the delivery of the products:

PRODUCT	DEADLINE
Product 1	One month after signing the contract
Product 2	Four months after signing the contract
Product 3	Eight months after signing the contract
Product 4	Fourteen months after signing the contract

16. Reporting requirements

16.1. All materials produced during and for this consultancy will be:

- c. Delivered electronically.
- d. Property of the IDB (copyright), including the right to produce, distribute, disseminate, and publish.

17. Criteria of Acceptance

17.1. To be accepted, the deliverables indicated in these terms of reference must be fully attached to what is defined in these terms of reference. The IDB will review the generated products, suggesting modifications in line with compliance with these terms of reference, before their approval. The delivery of the products and reports will be the sole responsibility of the consulting firm.

18. Other Requirements

18.1. The consultant must implement the necessary measures to guarantee the security of the data, as well as take care of the encryption and analysis of the files that it exchanges with the Bank's personnel, in order to avoid data loss or contamination with computer viruses.

18.2. All the original products of this consultancy will be the property of the Inter-American Development Bank and may not be disseminated, sold or used by the consultant for profit or institutional or personal promotion, nor may they be shared or transferred to third parties, in the absence of such written instruction of the works coordinator.

18.3. The copyright on the original work of this project will be owned by the Inter-American Development Bank. The consultant agrees to respect the copyright of third parties on materials and sources used for this project, as well as to indicate in writing the need to cover royalties or rights, if applicable.

18.4. The consultant team assigned for the consultancy must be made up of at least:

- d. **Communication specialist.** With a Bachelor's degree or equivalent in advertising, communications or related field of study. Experience of: at least 4 previous communication campaigns that show experience of work on education carried out in the countries of Latin America and the Caribbean.
- e. **Graphic designers & video editors**
- f. **Dedicated project manager**

19. Monitoring and Reporting

- 19.1.** The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm will hold weekly meetings with the team leader, who will comment on the reports, approve the reports, documents, work, and make comments or instructions for changes. It will be the responsibility of the selected firm to ensure that these meetings take place and the reports are submitted to the Bank.

20. Payment Calendar

- 20.1.** 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 in this document.
- 20.2.** The Official Exchange Rate of the IDB indicated in the RFP will be applied for the necessary conversions of payments in local currency.

Plan de Pagos	
Deliverables	%
5. Product #1	20%
6. Product #2	20%
7. Product #3	30%
8. Product #4	30%
TOTAL	100%