

[SCL/EDU]

Selection process #: Click here to enter text.

TERMS OF REFERENCE

Consulting firm to pilot arts/culture for education interventions in 80 public schools in the Cap Haitian and Port-au-Prince

Haiti
HA-T1335

[\[Web link to approved document\]](#)

Socio-emotional support to children in contexts of insecurity in Haiti

1. Background and Justification

- 1.1.** Years of fragility and varying degrees of insecurity have affected children's ability to attend school regularly and have affected the emotional wellbeing of those children. Indeed, since 2019, no school year in Haiti has completed the number of days expected in the school calendar. Children in Haiti have faced, Peyi-Lok, COVID-19, and social turmoil which have, to varying degrees, led to punctual school closures and/or the inability of families to safely send their children to schools. As of April 2024, an estimated 45% of schools in Port-au-Prince are closed due to insecurity, while another 30% function only partially.
- 1.2.** Since 2020, the Ministry of Education and Professional Development (MENFP) has sought to prioritize socio-emotional wellbeing of students, teachers, and school communities through a series of actions. First, in 2020, the Ministry of Education published its Decennial Education Sector Plan 2020 – 2023, which outlines socio-emotional skills as a cross-cutting aspect of the education sector vision. In 2020, through the Bank-financed HA-L1077 and with separate support from UNESCO, the Ministry piloted a socio-emotional call center modality for parents, teachers, and students to be able to call and speak to professionals when needed. In 2021, the MENFP developed a standardized socio-emotional tool for teachers to implement in schools and gauge their students' social and emotional needs; this tool was piloted in 2022 and is being scaled in 2024. Finally, in January 2024, on the International Day of Education, the Minister of Education of Haiti announced a series of decisions around sports and schools, and the need to begin including sports and cultural activities in schools to support children's physical, social and mental wellbeing.
- 1.3.** In this sense, this consultation is part of the continuity of the Ministry of Education's socio-emotional activities to support 80 public schools in the cities of Port-au-Prince and Cap Haitian in educational interventions relating to art and culture.

2. **Objectives**

- 2.1. The aim of the consultation is to implement educational activities in the field of art and culture in 80 public schools in Port-au-Prince and Cap Haitian.

3. **Scope of Services**

- 3.1. The service will include socio-emotional interventions relating to art and culture in schools. Services are to be considered as all activities fully financed by the IDB, in accordance with the technical and financial proposal.

4. **Key Activities**

- 4.1. Implementation plan for arts and culture activities in schools for academic years 2024-2025 and 2025-2026.
- 4.2. Development of a socio-emotional intervention guide for students
- 4.3. Training of school teaching staff to support implementation of activities.
- 4.4. Implementation of art and culture activities in schools for the academic years 2024-2025 and 2025-2026

5. **Expected Outcome and Deliverables**

- 5.1. Implementation plan for arts and culture activities in schools for academic years 2024-2025 and 2025-2026.
- 5.2. Socio-emotional intervention guide for students developed.
- 5.3. Report on training of school teaching staff to support implementation of activities.
- 5.4. Report on the implementation of art and culture activities in schools for the academic years 2024-2025 and 2025-2026.

6. **Project Schedule and Milestones**

- 6.1. The duration of the consultation is 24 months, covering the 2024-2025 and 2025-2026 school years.

6.2.

<u>Activities</u>	<u>Timeline</u>
Annual plan for arts and culture activities in schools for academic year 2024-2025	<i>September 2024</i>
Development of a socio-emotional intervention guide for students	<i>September 2024</i>

Training of school teaching staff to support implementation of activities.	<i>October 2024</i>
Implementation of art and culture activities in schools for the academic year 2024-2025.	<i>November 2024 – May 2025</i>
Annual plan for arts and culture activities in schools for academic year 2025 - 2026	<i>September 2025</i>
Implementation of art and culture activities in schools for the academic year 2025-2026.	<i>November 2025 – May 2026</i>

7. Reporting Requirements

7.1. The intervention guide should be prepared in French and the reports in French and English.

8. Acceptance Criteria

8.1. The IDB project leader is responsible for the approval of deliverables presented by the consulting firm. The delivery of deliverables and reports is the sole responsibility of the consulting firm.

9. Other Requirements

9.1. All documents must be sent by email to the IDB in MS Word, MS PowerPoint, MS Excel, PDF format where applicable. IDB requirements must be followed.

9.2. All official communication strategies of the documents will include both the consulting firm and IDB access links and QR codes to the publications. All events organized by either of the 2 collaborators in which the documents are launched or presented will require informing the collaborators and include credit to both collaborators.

10. Supervision and Reporting

10.1. The consultancy will be coordinated with the team leader assigned to this consultancy. The consulting firm and the IDB will hold regular meetings to coordinate activities and ensure deliverables will be submitted in timely manner as per elaborated payment schedule in section 10 'Schedule of Payments' of Tor's below. The IDB team leader is responsible to comment and approve the deliverables. It will be the responsibility of the consulting firm to ensure that such meetings are held, and deliverables are submitted in a timely manner to respect the agreed timeline. It is during these meetings that the consulting firm will raise any bottlenecks which may be occurring, and it is during these meetings that resolutions will be agreed conjointly.

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 (Request for Proposal) will be applied for necessary conversions of local currency payments.

Payment Schedule		
<i>Deliverable</i>	%	Timeline
1. Annual plan for arts and culture activities in schools for academic year 2024-2025	10%	September 2024
2. Development of a socio-emotional intervention guide for students	10%	September 2024
3. Report on training of school teaching staff to support implementation of activities.	10%	October 2024
4. Preliminary report on implementation of art and culture activities in schools for the academic year 2024-2025.	15%	January 2025
5. Final report on implementation of art and culture activities in schools for the academic year 2024-2025.	15%	June 2025
6. Annual plan for arts and culture activities in schools for academic year 2025 - 2026	10%	September 2025
7. Preliminary report on Implementation of art and culture activities in schools for the academic year 2025-2026.	15%	January 2026
8. Final report on Implementation of art and culture activities in schools for the academic year 2025-2026.	15%	June 2026
TOTAL	100%	

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Socio-emotional support to children in contexts of insecurity in Haiti

1. Background and Justification

- 1.1.** Years of fragility and varying degrees of insecurity have affected children's ability to attend school regularly and have affected the emotional wellbeing of those children. Indeed, since 2019, no school year in Haiti has completed the number of days expected in the school calendar. Children in Haiti have faced, Peyi-Lok, COVID-19, and social turmoil which have, to varying degrees, led to punctual school closures and/or the inability of families to safely send their children to schools. As of April 2024, an estimated 45% of schools in Port-au-Prince are closed due to insecurity, while another 30% function only partially.
- 1.2.** Since 2020, the Ministry of Education and Professional Development (MENFP) has sought to prioritize socio-emotional wellbeing of students, teachers, and school communities through a series of actions. First, in 2020, the Ministry of Education published its Decennial Education Sector Plan 2020 – 2023, which outlines socio-emotional skills as a cross-cutting aspect of the education sector vision. In 2020, through the Bank-financed HA-L1077 and with separate support from UNESCO, the Ministry piloted a socio-emotional call center modality for parents, teachers, and students to be able to call and speak to professionals when needed. In 2021, the MENFP developed a standardized socio-emotional tool for teachers to implement in schools and gauge their students' social and emotional needs; this tool was piloted in 2022 and is being scaled in 2024. Finally, in January 2024, on the International Day of Education, the Minister of Education of Haiti announced a series of decisions around sports and schools, and the need to begin including sports and cultural activities in schools to support children's physical, social and mental wellbeing.
- 1.3.** In this sense, this consultation is part of the continuity of the Ministry of Education's socio-emotional activities to support 80 public schools in the cities of Port-au-Prince and Cap Haitian in educational interventions relating to art and culture.

1. **Objectives**

- 1.1. The aim of the consultation is to implement educational activities in the field of sports in 40 border public schools in Haiti.

2. **Scope of Services**

- 2.1. The service will include educational interventions relating to sports in schools. Services are to be considered as all activities fully financed by the IDB, in accordance with the technical and financial proposal.

3. **Key Activities**

- 3.1. Implementation plan for sports activities in schools for academic years 2024-2025 and 2025-2026.
3.2. Training of school teaching staff and students.
3.3. Implementation of sports activities in schools for the academic years 2024-2025 and 2025-2026

4. **Expected Outcome and Deliverables**

- 4.1. Implementation plan for arts and culture activities in schools for academic years 2024-2025 and 2025-2026.
4.2. Report on training of school teaching staff and students.
4.3. Report on the implementation of sports activities in schools for the academic years 2024-2025 and 2025-2026.

5. **Project Schedule and Milestones**

- 5.1. The duration of the consultation is 24 months, covering the 2024-2025 and 2025-2026 school years.

5.2.

<u>Activities</u>	<u>Timeline</u>
Annual plan for sports activities in schools for academic year 2024-2025	<i>September 2024</i>
Training of school teaching staff and students.	<i>October 2024</i>
Implementation of sports activities in schools for the academic year 2024-2025.	<i>November 2024 – May 2025</i>
Annual plan for sports activities in schools for academic year 2025 - 2026	<i>September 2025</i>

Implementation of sports activities in schools for the academic year 2025-2026.	November 2025 – May 2026
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6. Reporting Requirements

6.1. All reports should be prepared in French and English.

7. Acceptance Criteria

7.1. The IDB project leader is responsible for the approval of deliverables presented by the consulting firm. The delivery of deliverables and reports is the sole responsibility of the consulting firm.

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10. Schedule of Payments

1.4. Payment terms will be based on project milestones or deliverables. The Bank does not travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.

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

Payment Schedule		
<i>Deliverable</i>	%	Timeline
1. Annual plan for sports activities in schools for academic year 2024-2025	15%	September 2024
2. Report on training of school teaching staff and student	10%	October 2024
3. Preliminary report on implementation of sports activities in schools for the academic year 2024-2025.	15%	January 2025
4. Final report on implementation of sports activities in schools for the academic year 2024-2025.	15%	June 2025
5. Annual plan for sports activities in schools for academic year 2025 - 2026	15%	September 2025
6. Preliminary report on Implementation of sports activities in schools for the academic year 2025-2026.	15%	January 2026
7. Final report on Implementation of sports activities in schools for the academic year 2025-2026.	15%	June 2026
TOTAL	100%	