

Consultant for the Production of an Analytical Study on Artificial Intelligence and Emerging Technologies in Education in The Bahamas

Post of Duty: United States

The IDB Group is a community of diverse, versatile, and passionate people who come together on a journey to improve lives in Latin America and the Caribbean. Our people find purpose and do what they love in an inclusive, collaborative, agile, and rewarding environment.

About this position

The Education Division (SCL/EDU) of the Inter-American Development Bank is seeking an experienced consultant to produce an analytical study on the use of Artificial Intelligence and emerging technologies in education in The Bahamas. This consultancy is part of the Technical Cooperation BH-T1136 "Strengthening Digital and Data-Driven Education Systems in The Bahamas," which supports the Ministry of Education and Vocational Educational Training (MOETVT) in advancing the digital transformation of the education sector.

The consultant will assess the current state and potential applications of AI and emerging technologies in the Bahamian education system, document relevant regional and international experiences, and produce actionable recommendations to inform Ministry policy and planning. This role is part of the Education Division (SCL/EDU) within the Social Sector (SCL), a multidisciplinary team committed to improving education quality and equity across Latin America and the Caribbean.

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

What you'll do:

- Conduct a diagnostic assessment of the current state of AI and emerging technology use in the Bahamian education system
- Review and synthesize regional and international evidence on AI applications in education, with a focus on comparable small island developing states and Caribbean contexts
- Consult with key stakeholders at the Ministry of Education and Vocational Educational Training to identify priorities and challenges
- Assess the potential opportunities and risks of AI adoption for education quality and equity in The Bahamas, including differential impacts on girls and boys
- Document good practices and lessons learned from relevant country experiences

- Develop actionable policy recommendations for the Ministry of Education on AI and emerging technologies in education
- Produce a final analytical study report in English, suitable for publication and dissemination
- Present findings to the Ministry of Education and IDB team

Deliverables and Payments Timeline:

Deliverables	Duration in Days	Planned Date to Submit
Inception report including a detailed work plan, preliminary mapping of AI and emerging technology initiatives in the Bahamian education system, and an annotated bibliography of key regional and international references.	20	2026-10-30
Final analytical study on the use of Artificial Intelligence and emerging technologies in education in The Bahamas, including diagnostic findings, review of regional and international evidence, stakeholder consultation results, assessment of opportunities and risks with a gender and equity lens, and actionable policy recommendations for the Ministry of Education. Includes a presentation of findings to the Ministry and IDB team.	30	2026-12-03

What you'll need

- **Education:** Master's degree or equivalent
- **Experience:** At least 5 years of relevant professional experience or the equivalent combination of education and experience
- **Languages:** Proficiency in English

Key skills:

- Learn continuously.
- Collaborate and share knowledge.
- Focus on clients.



HRD Terms of Reference

ANNEX A

- Communicate and influence.
- Innovate and try new things.

Requirements:

- **Citizenship:** You are either a citizen of United States or a citizen of one of our 48-member countries with residency or legal permit to work in United States.
- **Consanguinity:** You have no family members (up to the fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB, IDB Invest, or IDB Lab.

Type of contract and duration:

- **Type of contract:** Products and External Services Consultant (PEC), Lump Sum
- **Length of contract:** 50 days in a period of 6 months.
- **Work location:** Remote

Our culture

At the IDB, we work so everyone brings their best and authentic selves to work while finding their purpose. Our people consistently strive for excellence, and we recognize and celebrate the impact of their contributions.

In our efforts to drive innovation, we intentionally include all voices, cultivate a sense of belonging and champion fairness. We welcome individuals from underrepresented groups to join us and share their unique perspectives.

We ensure that individuals with disabilities are provided reasonable accommodations to participate in the job interview process. If you require an accommodation to complete this application, please email us at accommodations@iadb.org.



Organization and Coordination of a Knowledge Exchange Event on Education Technology and Data for The Bahamas

Post of Duty: United States

The IDB Group is a community of diverse, versatile, and passionate people who come together on a journey to improve lives in Latin America and the Caribbean. Our people find purpose and do what they love in an inclusive, collaborative, agile, and rewarding environment.

About this position

The Education Division (SCL/EDU) of the Inter-American Development Bank is seeking an experienced consultant to organize and coordinate a knowledge exchange event on education technology and data in The Bahamas. This consultancy is part of the Technical Cooperation BH-T1136 "Strengthening Digital and Data-Driven Education Systems in The Bahamas," which supports the Ministry of Education and Vocational Educational Training (MOETVT) in advancing the digital transformation of the education sector.

The consultant will be responsible for the full cycle of event planning, coordination, and execution — from agenda design and speaker identification to logistics management and post-event reporting. The event aims to bring together Ministry of Education officials, education technology experts, and IDB specialists to promote policy dialogue and disseminate evidence on the use of technology and data in education. This role is part of the Education Division (SCL/EDU) within the Social Sector (SCL), a multidisciplinary team committed to improving education quality and equity across Latin America and the Caribbean.

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

What you'll do:

- Design the conceptual framework and agenda for the knowledge exchange event on education technology and data
- Identify and coordinate with speakers, panelists, and resource persons from relevant national and international organizations
- Liaise with the Ministry of Education and IDB team to align the event agenda with national priorities and TC objectives
- Manage all logistical aspects of the event, including venue, materials, invitations, and

TERMS OF REFERENCE**Consulting Firm for the Upgrade of the Education Management Information System (EMIS) in The Bahamas**

Bahamas
BH-T1136

Strengthening Digital and Data-Driven Education Systems in The Bahamas

1. Background and Justification

1.1. **The Ministry of Education and Vocational Educational Training (MOETVT) of The Bahamas has been developing its Education Management Information System (EMIS) — known as BELMS (Bahamas Education and Learning Management System) — as its primary platform for school data management. BELMS integrates the national Learning Management System (LMS) and OpenEMIS, and is actively used by public schools to collect and report school, personnel, and student data, including near-real-time digital tracking of student attendance, report card generation, and dashboard-based reporting for decision-making purposes.**

1.2. An EMIS Diagnostic Assessment conducted by the IDB in 2025 revealed that while BELMS performs well in certain foundational areas — particularly sustainable financing (88%) and data processing (66%) — significant gaps remain across governance (40%), legislation and policy frameworks (33%), organizational structures and staffing (35%), human resource management (40%), data analysis (45%), quality assurance (43%), change management and stakeholder collaboration (34%), monitoring and evaluation (33%), and publication and dissemination of education data (55%). These limit the Ministry's capacity to use education data strategically for policy analysis, targeted interventions, and evidence-based decision-making.

The three-year EMIS implementation plan developed following the diagnostic identifies three priority output areas: (i) a stable, integrated, and sustainable BELMS platform; (ii) improved governance and sustainability frameworks; and (iii) strengthened capacity building and institutional support. This TC supports the implementation of that plan by financing a specialized consultancy to upgrade and strengthen BELMS in alignment with these priorities, with particular focus on Year 1 and Year 2 activities.

2. Objectives

-

2.1. The objective of this consultancy is to support the Ministry of Education and Vocational

Educational Training of The Bahamas in upgrading and strengthening the existing EMIS (BELMS) through targeted technical assistance across three areas: system architecture and functionality, governance and sustainability, and capacity building. Specifically, the consultancy aims to:

- Review, stabilize, and enhance the BELMS technical architecture and existing modules
- Strengthen data quality, workflows, and coverage of schools.
- Develop and implement an EMIS governance framework, including an EMIS Policy and ICT governance structures.
- Strengthen the use of EMIS data for strategic decision-making and policy analysis by Ministry staff.
- Build institutional capacity for sustainable EMIS management and operation.

3. Scope of Services

3.1. BELMS Architecture Review and Stabilization

The firm will conduct a comprehensive technical review of the existing BELMS architecture to identify vulnerabilities, redundancies, and areas for improvement. Based on this review, the firm will stabilize the system architecture, conduct a functionality review to strengthen existing modules, clean and validate student data sets, improve data workflows, and incorporate private schools into the system. The firm will also develop long-term EMIS business requirements and priorities to guide future development.

3.2. Governance and Policy Framework

The firm will support the Ministry in establishing a formal EMIS governance framework, including: the development and implementation of an EMIS Policy; the establishment and operationalization of an ICT Integration Committee; the establishment of a dedicated BELMS unit with the necessary human resources; and the development of a monitoring and evaluation framework to support EMIS delivery, oversight, and implementation. An education policy review report documenting the policy landscape of The Bahamas as it relates to EMIS will also be produced.

3.3. Data Enhancement and Decision-Making Support

The firm will strengthen data collection, processing, analysis, and reporting capabilities within BELMS. This includes enhancing sex-disaggregated data fields to support gender-responsive policy analysis, improving dashboards and reporting tools for use by Ministry officials and school administrators, and strengthening the use of EMIS data for strategic decision-making, policy analysis, and targeted interventions. The firm will also develop specifications for teacher and student devices for educational use.

3.4. Capacity Building

The firm will design and deliver targeted training and capacity-building activities for Ministry staff

responsible for EMIS management and operation. Training will cover system administration, data quality assurance, data analysis and interpretation, and the use of EMIS data for planning and decision-making. An integrated EMIS implementation framework for design, development, and capacity building planning will be produced.

3.5. Change Management and Stakeholder Engagement

The firm will support change management processes to facilitate adoption of the upgraded EMIS across the Ministry and schools. This includes stakeholder communication plans, user training for school-level administrators and data entry staff, and coordination with the Ministry's ICT Integration Committee throughout implementation.

4. Key Activities

4.1. The following set of activities is required to ensure the proper implementation of the project/contract:

- Conduct a technical architecture review and produce a stabilization plan for BELMS
- Execute BELMS module functionality improvements and data cleaning
- Incorporate private schools into the BELMS data collection framework
- Draft and finalize the EMIS Policy document
- Establish the ICT Integration Committee and support its initial operationalization
- Establish the dedicated BELMS unit structure and staffing requirements
- Enhance sex-disaggregated data fields and reporting dashboards
- Develop and deliver capacity-building workshops for Ministry EMIS staff
- Produce the monitoring and evaluation framework for EMIS oversight
- Develop the integrated EMIS implementation framework document
- Produce the education policy review report
- Develop device specifications for teachers and students
- Enhance BELMS functionality and system integration (Year 2 priorities)
- Strengthen data collection and use of data for stakeholder decision-making (Year 2)
- Invest in resilient internet connectivity specifications for schools (Year 2)

5. Expected Outcome and Deliverables

5.1. By the end of the consultancy, the Ministry of Education of The Bahamas will have an upgraded, stable, and better-governed EMIS (BELMS) that supports data-driven management of the education system.

Specific deliverables include:

- Deliverable 1: Inception report, work plan, and BELMS technical architecture review and

- stabilization plan
- Deliverable 2: Updated BELMS with cleaned data, improved workflows, and private school coverage
- Deliverable 3: EMIS governance framework (EMIS Policy + ICT Committee establishment plan) and capacity-building sessions
- Deliverable 4: Final implementation report with recommendations for Year 2 priorities

6. Project Schedule and Milestones

6.1. The following schedule details the deliverables, milestones, and associated timelines for the project/contract:

1. Inception report, work plan, and BELMS technical architecture review and stabilization plan, Month 2.
2. Updated BELMS with stabilized architecture, cleaned data workflows, and private school coverage, Month 6.
3. EMIS governance framework (EMIS Policy + ICT Committee establishment plan) and capacity-building sessions, Month 9.
4. Final implementation report with recommendations for Year 2 priorities, Month 12.

7. Reporting Requirements

7.1. The firm will submit the following reports to the IDB Team Leader:

- Monthly progress reports (1-2 pages) summarizing activities completed, challenges encountered, and next steps
- Deliverable-specific technical reports as listed in Section 5, submitted in English in editable electronic format (.docx, .xlsx, or .pdf as appropriate)
- A final implementation report summarizing all activities, results, lessons learned, and recommendations for sustainability

All reports must be submitted in English. The Team Leader will provide comments within 10 business days of receipt. The firm must incorporate comments and resubmit within 5 business days.

8. Acceptance Criteria

8.1. Deliverables will be accepted upon written confirmation by the Team Leader that they meet the technical requirements specified in this ToR and reflect comments provided during the review process. Acceptance will be based on: (i) completeness and quality of content; (ii)

alignment with MOETVT needs and priorities as validated by the Ministry; and (iii) compliance with IDB formatting and documentation standards.

9. Consulting Firm and Team Requirements

9.1. The firm must demonstrate proven experience in EMIS design, implementation, and strengthening in developing country contexts, preferably in the Caribbean or small island developing states. Experience working with OpenEMIS or similar open-source EMIS platforms is required. The team must include, at a minimum, the following profiles:

- Project Coordinator / Team Leader: At least 10 years of experience managing education technology or EMIS projects. Demonstrated experience in stakeholder engagement and change management in public sector contexts.
- EMIS Technical Specialist: At least 7 years of experience in EMIS architecture, database management, and system integration. Familiarity with OpenEMIS and LMS platforms is highly desirable.
- Education Policy and Governance Specialist: At least 7 years of experience in education policy analysis and institutional governance frameworks. Experience developing EMIS policies and governance structures.
- Data Analyst / Capacity Building Specialist: At least 5 years of experience in education data analysis, sex-disaggregated reporting, and training design and delivery.

The firm must be legally established and in good standing. All team members must be citizens of one of the 48 IDB member countries.

10. Other Requirements

10.1. The consultancy will be carried out primarily remotely, with at least two in-person missions to Nassau, The Bahamas: one during the inception phase (Month 1) and one for capacity-building workshops (Month 10). Additional in-country missions may be agreed upon with the Team Leader. The firm must ensure data confidentiality and comply with IDB's data protection and integrity standards throughout implementation.

11. Supervision and Reporting

11.1. The consultancy will be supervised by Pablo Zoido (pabloz@iadb.org), Education

Specialist, SCL/EDU, Inter-American Development Bank. The firm will report directly to the Team Leader, who will provide technical guidance, review and approve all deliverables, and coordinate with the Ministry of Education. Progress review meetings will be held monthly via videoconference and in person during field missions.

12. Schedule of Payments

- 12.1. 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.
- 12.2. The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.

Payment Schedule	
<i>Deliverable</i>	%
1. Inception report and approved work plan	10%
2. Diagnostic report on foundational skills gaps + evidence review	30%
3. Draft learning recovery program design document including M&E framework	40%
4. Final learning recovery program design document	20%
TOTAL	100%

TERMS OF REFERENCE***Consulting Firm for the Design of a Learning Recovery Program for The Bahamas***

Bahamas

BH-T1136

Strengthening Digital and Data-Driven Education Systems in The Bahamas

- **Background and Justification**

- 1.1. **The Bahamas has made significant progress in expanding access to education, yet learning outcomes at the primary and secondary levels remain a persistent challenge. Data from the Bahamas Junior Certificate (BJC) examinations in grade 9 show that from 2016 to 2020, on average, more than 30 percent of students sitting for the exams failed to achieve the expected competency level in foundational skills (IDB Group Country Strategy with The Bahamas, 2024–2028). Academic shortcomings are observed from primary school onward and tend to compound over time, limiting students' ability to develop the skills needed for further education and the labor market.**

The COVID-19 pandemic exacerbated these challenges. School closures disrupted learning continuity, and the transition to online education was uneven across the archipelago, with students in the Family Islands and lower-income households disproportionately affected. Estimates suggest that a significant share of students experienced learning losses that have not been fully recovered. The Ministry of Education and Vocational Educational Training (MOETVT) has recognized the need for a structured, evidence-based approach to learning recovery as a priority for the coming years.

- 1.2. **The COVID-19 pandemic and recurring natural disasters have caused significant disruptions to the Bahamian education system, resulting in measurable learning losses across core competencies — particularly in literacy and numeracy — among primary and secondary school students. National and regional assessments indicate that a substantial proportion of students are performing below grade-level expectations, widening pre-existing equity gaps and threatening long-term human capital development outcomes.**

Despite this recognized need, The Bahamas currently lacks a comprehensive, systematically designed learning recovery program grounded in diagnostic data and aligned with international good practices. Existing interventions have been fragmented and insufficiently evidence-based, limiting their impact and scalability across the national school system.

This consultancy will fill that gap by supporting the Ministry of Education in designing a structured, data-driven learning recovery program tailored to the Bahamian context and informed by evidence

from comparable Caribbean and global experiences. Success will be measured against the following quantifiable outcomes by the end of the contract period:

- Delivery of a fully documented learning recovery framework, validated by the Ministry of Education;
- Identification of at least three evidence-based intervention models applicable to the Bahamian school context;
- Development of implementation guidelines covering a minimum of two priority educational levels or subject areas; and
- Submission of a final report accepted by the IDB, confirming alignment with international good practices.

The consultancy is financed under TC BH-T1136, Output 2.2 of Component II: Education System Strengthening, with a total contract value of US\$35,000, procured through Direct Contracting (DC) in accordance with the Corporate Procurement Policy (GN-2303-33).

- **Objectives**

2.1. The objective of this consultancy is to support the Ministry of Education and Vocational Educational Training of The Bahamas in designing a learning recovery program aimed at addressing foundational skills gaps among primary and secondary students. The program design will be evidence-based, contextually adapted, and actionable, providing the Ministry with a concrete roadmap for future implementation. Specifically, the consultancy aims to:

- Conduct a diagnostic assessment of the current state of foundational skills gaps among students, drawing on available national data
- Review and synthesize international evidence and good practices on learning recovery programs relevant to the Caribbean context
- Design a comprehensive learning recovery program tailored to The Bahamas, including its objectives, target population, pedagogical approach, implementation modalities, and resource requirements
- Develop a monitoring and evaluation framework to assess the effectiveness of the program once implemented
- Produce an actionable program document that can serve as the basis for future implementation and resource mobilization

- **Scope of Services**

3.1. **Diagnostic and Context Assessment:** the firm will conduct a desk review and stakeholder consultations to map the current state of learning outcomes in The Bahamas, identify the main learning gaps at the primary and secondary levels, and characterize the populations most affected. This includes a review of available national assessment data (BJC, BGCSE), school-level data from BELMS, and any existing remedial or recovery initiatives currently underway. The diagnostic will pay particular attention to differential outcomes by sex, geographic location (New Providence vs. Family Islands), and socioeconomic background.

3.2. **International Evidence Review:** the firm will conduct a structured review of international evidence on learning recovery programs, with a focus on approaches relevant to small island developing states and the Caribbean context. The review will cover a range of program models, including but not limited to structured pedagogy, tutoring programs, extended learning time, and technology-assisted learning. For each approach reviewed, the firm will assess effectiveness, feasibility, cost, and adaptability to the Bahamian context.

3.3. **Program Design:** Based on the diagnostic findings and the evidence review, the firm will develop a comprehensive learning recovery program design for The Bahamas. The program design will be general enough to address foundational skills broadly — without prescribing specific subjects — while being sufficiently concrete to serve as an operational guide for future implementation. The program design will include:

- Program rationale, objectives, and expected results
- Target population and selection criteria, including disaggregation by sex and geographic location
- Pedagogical approach and instructional strategies, grounded in evidence
- Implementation modalities (in-school, after-school, community-based, technology-assisted, or a combination)
- Roles and responsibilities of key actors (Ministry, schools, teachers, community)
- Timeline and phasing for implementation
- Estimated budget and resource requirements for implementation
- Risk factors and mitigation strategies

3.4. **Monitoring and Evaluation Framework:** The firm will develop a monitoring and evaluation (M&E) framework aligned with the program design, including outcome and output indicators, data collection methods, frequency of measurement, and responsibilities. The framework will be designed to track both overall program effectiveness and differential impacts by sex and other relevant equity dimensions, in alignment with the gender and diversity commitments of TC BH-T1136.

- **Key Activities**

4.1.

- Review available national assessment data and existing recovery initiatives in The Bahamas
- Conduct stakeholder consultations with Ministry officials, school principals, and teachers
- Produce a diagnostic report on foundational skills gaps, disaggregated by sex and geography
- Conduct a structured review of international evidence on learning recovery programs
- Develop the program design document, including all components listed in Section 3.3
- Develop the M&E framework for the program
- Present findings and draft program design to the Ministry and IDB for validation
- Incorporate feedback and finalize the program document

- **Expected Outcome and Deliverables**

5.1. By the end of the consultancy, the Ministry of Education of The Bahamas will have a fully designed, evidence-based learning recovery program ready for future implementation. Specific deliverables include:

- Deliverable 1: Inception report and approved work plan
- Deliverable 2: Diagnostic report on foundational skills gaps in The Bahamas, disaggregated by sex and geography
- Deliverable 3: Evidence review report on international learning recovery programs relevant to the Caribbean context
- Deliverable 4: Draft learning recovery program design document, including M&E framework
- Deliverable 5: Final learning recovery program design document, incorporating comments from the Ministry and IDB

- **Project Schedule and Milestones**

6.1. The consultancy will be executed over a ten-month period, structured around five key deliverables that build sequentially toward the final learning recovery program design. The following describes each milestone, its expected content, and its target delivery date.

The first deliverable, due at the end of Month 1, is an Inception Report and Approved Work Plan. This document will outline the consultant's understanding of the assignment, confirm the methodological approach, define the data collection and stakeholder engagement strategy, and present a detailed timeline for the execution of all subsequent tasks. Approval of this report by the Ministry of Education and the IDB is a prerequisite for advancing to the following phase.

The second deliverable, due at the end of Month 3, is a Diagnostic Report on Foundational Skills Gaps. This report will present a systematic analysis of current student learning levels in core competency areas — particularly literacy and numeracy — drawing on available national assessment data, school-level records, and stakeholder consultations. The report will identify the most affected student populations, grade levels, and geographic areas, providing the empirical foundation for the program design.

The third deliverable, due at the end of Month 5, is an Evidence Review Report on Learning Recovery Programs. This report will document a structured review of learning recovery interventions implemented in comparable Caribbean and global contexts, identifying models with demonstrated effectiveness, feasibility conditions, and lessons learned relevant to the Bahamian education system. It will serve as the knowledge base informing the design phase.

The fourth deliverable, due at the end of Month 8, is a Draft Learning Recovery Program Design Document, inclusive of a Monitoring and Evaluation (M&E) Framework. This document will present the proposed architecture of the learning recovery program, including intervention strategies, target populations, resource requirements, implementation modalities, and key performance indicators. It will be submitted for review and feedback by the Ministry of Education and the IDB prior to finalization.

The fifth and final deliverable, due at the end of Month 10, is the Final Learning Recovery Program Design Document. Incorporating all feedback received on the draft, this document will constitute the complete, validated, and actionable program design ready for adoption and implementation by the Ministry of Education. Acceptance of this deliverable by the IDB will mark the successful completion

- **Reporting Requirements**

7.1. The firm will submit all deliverables in English in editable electronic format. The Team Leader will provide written comments within 10 business days of receipt of each deliverable. The firm must incorporate comments and resubmit the revised version within 5 business days. A brief monthly progress note (maximum 1 page) summarizing activities completed and any issues encountered will also be submitted throughout the duration of the contract.

- **Acceptance Criteria**

8.1. Deliverables will be accepted upon written confirmation by the Team Leader that they meet the technical requirements specified in this ToR, reflect the feedback provided during review, and are validated by the Ministry of Education. The authorized Project Manager for acceptance is Pablo Zoido (pabloz@iadb.org), Education Specialist, SCL/EDU, Inter-American Development Bank.

- **Consulting Firm and Team Requirements**

9.1. The firm must demonstrate proven experience in the design of education programs, learning recovery strategies, or remedial education interventions in developing country contexts, preferably in the Caribbean or small island developing states. The team must include, at a minimum, the following profiles:

- **Team Leader / Education Specialist:** At least 10 years of experience in education program design, with expertise in learning assessment and instructional approaches for foundational skills. Experience working in the Caribbean is an asset.
- **Curriculum and Pedagogy Specialist:** At least 7 years of experience designing evidence-based instructional programs or learning recovery interventions. Familiarity with structured pedagogy, tutoring approaches, and differentiated instruction.
- **M&E Specialist:** At least 5 years of experience designing monitoring and evaluation frameworks for education programs, including sex-disaggregated indicators and equity-focused measurement.

All team members must be citizens of one of the 48 IDB member countries. The firm must be legally established and in good standing.

- **Other Requirements**

10.1. The consultancy will be carried out primarily remotely. At least one in-person mission to Nassau, The Bahamas is expected for stakeholder consultations and the presentation of the draft program design to the Ministry and IDB (approximately Month 7–8). Travel costs will be reimbursed in accordance with IDB travel policies under the PEC modality. The firm must ensure the confidentiality of all data and information accessed during the consultancy and comply with IDB data protection and integrity standards.

- **Supervision and Reporting**

11.1. The consultancy will be supervised by Pablo Zoido (pabloz@iadb.org), Education Specialist, SCL/EDU, Inter-American Development Bank. The firm will report directly to the Team Leader throughout the duration of the contract. Progress review meetings will be held monthly via videoconference and in person during the field mission.

- **Schedule of Payments**

12.1. 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.

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

Payment Schedule	
<i>Deliverable</i>	%
1. Inception report and approved work plan	10%
2. Diagnostic report on foundational skills gaps	20%
3. Evidence review report on learning recovery programs	20%
4. Draft learning recovery program design document (including M&E framework)	30%
5. Final learning recovery program design document	20%
TOTAL	100%