

TERMS OF REFERENCE

Survey of intercultural bilingual education teachers

Regional

RG-T4460

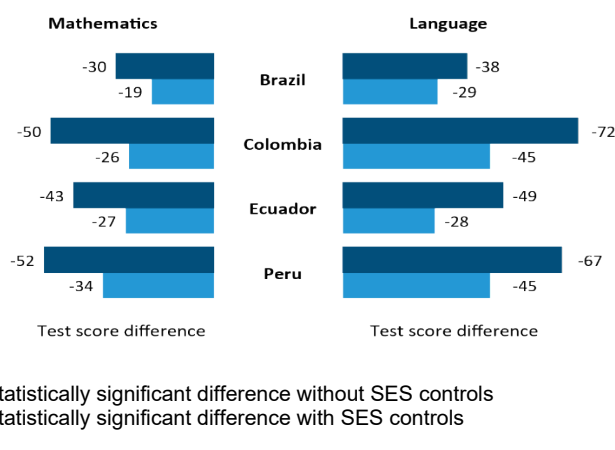
Advancing Intercultural Bilingual Education in the Amazon Region

1. Background and Justification

1.1. Indigenous people make up 8 percent of the population in Latin America and the Caribbean (LAC), yet they represent approximately 14 percent of the poor and 17 percent of the extremely poor in the region (World Bank, 2016). In the Amazon region, there is a total of 400 indigenous peoples that speak some 300 languages.

1.2. Indigenous students in the Amazon region face significant challenges in educational achievement at all levels. Indigenous children and youth are at a disadvantage in the development of the foundational skills needed to foster lifelong learning and participate in developing their respective economies. These challenges translate to low academic outcomes. Indigenous sixth graders score, on average, 38 points lower on the regional standardized learning assessment (ERCE 2019) compared to their peers. Among the Amazon countries, these disadvantages fluctuate among countries from 30 points in Brazil in mathematics to 72 points in language in Colombia. Moreover, such differences persist even when controlling for socioeconomic differences among students.

Table 2.1 Achievement difference between Indigenous and non-Indigenous students, Sixth Grade Mathematics and Language in the Amazon region (test-score points).



Source: Calculations based on ERCE 2019 databases.

1.3. Both in terms of access to education and learning, there are profound gaps among different groups of indigenous students. Rural indigenous girls have the region’s lowest enrollment and attendance rates at both the primary and secondary levels of education (World Bank, 2015). Indigenous girls are at a higher risk of dropout of primary education compared with boys, as

they need to care for siblings, or assist with household chores (Elacqua, 2022). It is less likely for indigenous girls to speak Spanish or attend school and if they are enrolled in school, it is also less likely that they complete primary school in comparison to indigenous boys and their non-indigenous peers (Näslund-Hadley and Santos, 2022). In rural areas of Bolivia, for example, indigenous girls have a 13-percentage point gap in school completion between indigenous boys and their non-indigenous peers (22.9% vs 9.8%). In the urban areas of Bolivia, this gap is of 28 percentage points (56.3% vs 28.7%).

- 1.4. **Intercultural bilingual education.** To address these challenges, countries have adopted intercultural bilingual education (IBE) into their education systems. IBE is defined as “a model that seeks to consolidate the education of indigenous children in ways that support cultural, ethnic, and linguistic heritage while bolstering individual identity and helping to form a national identity that allows citizens from diverse backgrounds to live and thrive alongside each other” (Näslund-Hadley and Santos, 2022).
- 1.5. The exact proportion of IBE schools in LAC is not known. Näslund-Hadley & Santos (2022) estimate access to IBE in LAC, including data from two Amazon countries, concluding that it is limited. At the preschool through primary levels, in Ecuador 11 percent of schools are IBE, and in Peru they represent 25 percent of all primary schools, reaching around two fifth of all primary students. Access to IBE is lower at the secondary-school level, with fewer than 15 percent of schools offering IBE. In Ecuador, only 7.4 percent of upper secondary schools offer IBE.
- 1.6. Available evidence suggests that IBE is frequently of low quality. Teachers frequently neither speak the local language nor comprehend the cultural heritage of the community. Additionally, educators in IBE schools often lack the requisite qualifications to enhance educational quality for their students. It's common for teachers in IBE schools to lack higher education degrees, have less work experience, and teach subjects outside their specialty. Finally, the enrollment rate in IBE programs is significantly lower than the proportion of the population who self-identify as indigenous (Näslund-Hadley & Santos 2022). Little evidence exists on what occurs at IBE classrooms and schools (López, 2009). This lack in evidence is one of the reasons that there is a gap between policy design and classroom practices (Valdiviezo, 2010, 2009; García & Velasco, 2012).
- 1.7. Against this background, the IDB has developed a draft video instrument to assess the quality of IBE (EC-T1502). The instrument has been reviewed by a panel of experts and the next step is to validate it in the Amazon region.

2. **Objectives**

- 2.1. The objective of the consultancy is to conduct a comprehensive survey of teachers working in IBE schools in the Amazon countries. Specifically, the survey will: (i) assess the current status of teacher training, qualifications, and pedagogical practices in IBE schools across the Amazon region; (ii) identify the specific challenges and needs faced by teachers in addressing the linguistic and cultural diversity of indigenous students; (iii) explore opportunities for collaboration and knowledge sharing among educators working in IBE schools; (iv) inform the development of targeted interventions and support mechanisms to enhance teacher capacity

and promote educational equity in the Amazon region

3. Scope of Services

3.1. The evaluation should encompass XX teachers in Suriname, Peru, Ecuador, Guyana, and Brazil.

4. Key Activities

4.1. The consulting firm will carry out the following activities:

- a) Design a survey instrument tailored to the unique context of IBE schools in the Amazon region, with input from key stakeholders and experts in bilingual and intercultural education;
- b) Conduct a pilot test of the survey instrument to ensure validity and reliability;
- c) Recruit representative samples of teachers from IBE schools across Amazon countries to participate in the survey;
- d) Administer the survey electronically or through other appropriate means, taking into account language and technological accessibility considerations;
- e) Analyze survey data to identify key trends, challenges, and opportunities related to teacher training, qualifications, and pedagogical practices in IBE schools; and
- f) Participate in the dissemination of survey findings through reports, presentations, and other knowledge-sharing platforms to stakeholders, policymakers, and educators in the Amazon region.

5. Expected Outcome and Deliverables

5.1. The evaluation consultant will submit the following reports:

- a) A detailed work plan.
- b) A survey instrument.
- c) A report on pilot findings.
- d) A progress report on survey implementation
- e) A final survey report including all databases with code banks.

6. Project Schedule and Milestones

6.1. The project will be implemented between 2025 and 2026.

7. Reporting Requirements

7.1. Reports must be submitted in electronic PDF files to Emma Naslund-Hadley (emman@iadb.org).

8. Acceptance Criteria

8.1. Acceptance of consultancy products will be based on international practices for human subject

research, and experimental evaluations.

9. Other Requirements

9.1. n/a

10. Supervision and Reporting

10.1. The consultancy firm will report to Emma Naslund-Hadley (emman@iadb.org), including regular meetings with the IDB during the treatment phase.

11. Schedule of Payments

11.1. Payment terms will be based on project milestones or deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.

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

Payment Schedule	
<i>Deliverable</i>	%
1. Against work plan	20%
2. Against survey instrument	20%
3. Against report on pilot	20%
4. Against implementation report.	20%
5. Against the receipt and approval of the final survey report, including corresponding database.	20%
TOTAL	100%

TERMS OF REFERENCE

Video study of intercultural bilingual education

Regional

RG-T4460

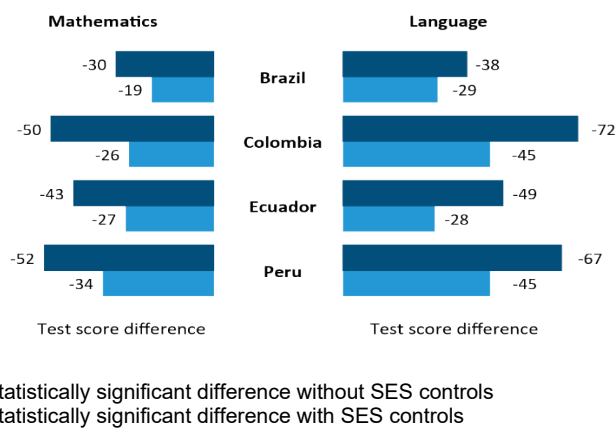
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they need to care for siblings, or assist with household chores (Elacqua, 2022). It is less likely for indigenous girls to speak Spanish or attend school and if they are enrolled in school, it is also less likely that they complete primary school in comparison to indigenous boys and their non-indigenous peers (Näslund-Hadley and Santos, 2022). In rural areas of Bolivia, for example, indigenous girls have a 13-percentage point gap in school completion between indigenous boys and their non-indigenous peers (22.9% vs 9.8%). In the urban areas of Bolivia, this gap is of 28 percentage points (56.3% vs 28.7%).

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- 1.7. Against this background, the IDB has developed a draft video instrument to assess the quality of IBE (EC-T1502). The instrument has been reviewed by a panel of experts and the next step is to validate it in the Amazon region.

2. **Objectives**

- 2.1. The objective of the consultancy is to conduct a comprehensive video study to assess the state of IBE classroom practices in the Amazon region. Specifically, the objectives are (i): the validation of the IDB Coding Instrument and (ii) conducting video Studies in Select Schools

3. **Scope of Services**

- 3.1. The evaluation should encompass representative samples of IBE schools in 2 Amazon education systems.

4. Key Activities

4.1. The consulting firm will carry out the following activities:

- a) Collaborate with experts in bilingual and intercultural education to validate the IDB coding instrument.
- b) Conduct a pilot testing of the IDB coding instrument in a sample of IBE schools. This pilot test will help identify any potential issues or challenges with the instrument and ensure its reliability and validity across different contexts.
- c) Solicit feedback from teachers, administrators, and other stakeholders to refine the instrument as needed.
- d) Conduct video studies in select schools across two countries in the Amazon region. These video studies will involve the observation and recording of classroom activities, teacher-student interactions, and instructional practices related to IBE.
- e) Systematically code and analyze the videos using the IDB coding instrument to identify trends, patterns, and areas for improvement in IBE classroom practices.
- f) Present findings and participate in the dissemination of the results from the video studies.

5. Expected Outcome and Deliverables

5.1. The evaluation consultant will submit the following reports:

- f) A detailed work plan.
- g) A validation report on IDB coding instrument.
- h) A report on pilot findings including feedback from all stakeholders.
- i) A progress report on video studies
- j) A final report on video findings including all databases with code banks.

6. Project Schedule and Milestones

6.1. The project will be implemented between 2026 and 2027.

7. Reporting Requirements

7.1. Reports must be submitted in electronic PDF files to Emma Naslund-Hadley (emman@iadb.org).

8. Acceptance Criteria

8.1. Acceptance of consultancy products will be based on international practices for human subject research, and experimental evaluations.

9. Other Requirements

9.1. n/a

10. Supervision and Reporting

10.1. The consultancy firm will report to Emma Naslund-Hadley (emman@iadb.org), including regular meetings with the IDB during the treatment phase.

11. Schedule of Payments

11.1. Payment terms will be based on project milestones or deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.

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

Payment Schedule	
<i>Deliverable</i>	%
1. Against work plan	20%
2. Against validation report	20%
3. Against report on pilot	20%
4. Against video study progress report.	20%
5. Against the receipt and approval of the final video findings report, including corresponding databases.	20%
TOTAL	100%

Selection process #

TERMS OF REFERENCE

Facilitation of Inter-Ministerial Meeting

Regional

RG-T4460

1. Background and Justification

- 1.1. The Regional Policy Dialogue (RPD) constitutes one of the IDB's main instruments to promote the exchange of experiences and knowledge between high-level officials from Latin America and the Caribbean and experts in key development areas. These networks aim to promote dialogue between public officials working in the same sector, with the purpose of facilitating the exchange of experiences, innovative practices and lessons learned. Through this medium, key policymakers in the region will be able to identify common solutions to the most pressing development challenges and increase their intellectual and institutional capital.
- 1.2. The Education Division annually leads the Education Network Regional Policy Dialogue. The Education Network is made up of ministers and officials of equivalent rank, responsible for the design of educational policies and the administration of the educational systems of Latin America and the Caribbean. The objective of the network is to create a space for countries to share experiences, learn about practices external to the region, review studies on the advances of educational policy worldwide and explore areas of regional cooperation on issues related to the improvement of education. in the region.
- 1.3. The Regional Policy Dialogue of the Education Network 2024 will be held on June 3 and 4 in Belém, Brazil, and will be co-organized with the Organization of Ibero-American States for Education, Science and Culture (OEI). It will have intercultural bilingual education (IBE) as its thematic axis, with the objective of discussing best practices and lessons learned in the implementation and strengthening of inclusive educational systems for indigenous populations and the reduction of the indigenous gender gap, as well as exchanging on lessons learned and good practices to close learning gaps between indigenous and non-indigenous students, with special focus on the experience of the Amazon region.
- 1.4. **Activities:** Inter-ministerial policy dialogue where ministers, selected IDB and IEO staff can discuss and reflect on the most critical challenges and needs faced in the EIB, as well as discuss lessons with experts and educational leaders from the Amazon region learned.
- 1.5. **Participation:** The on-site participation of ministers of education and officials of equivalent rank from selected countries in Latin America and the Caribbean will be conditional on the invitation by the IDB, with prior confirmation of attendance.
- 1.6. **Languages:** The in-person participation of Spanish, Portuguese and English-speaking people is expected. Thus, the ability of the participant support team in different languages and the simultaneous interpretation of all sessions and activities in Spanish, Portuguese and English are essential.
- 1.7. **Agenda and contents:** The event agenda will be prepared by the organizing committee of the event in which the IDB participates. At the moment, 1 and a half days are planned. Below is a preliminary schedule of the event.
- 1.8. The Inter-American Development Bank is a multilateral organization committed to improving the quality of life in Latin America and the Caribbean, and is the main source of financing for

the development of the region. It works in the fields of health, education and infrastructure, providing financial and technical support to governments to reduce poverty and inequality, whether in the form of loans, grants or technical cooperation, and in the production of knowledge. The IDB is committed to sustainable and environmentally friendly development, working on three challenges - social inclusion and equity, productivity and innovation, and economic integration - and on three cross-cutting themes - gender equality and diversity, climate change and environmental sustainability, and institutional capacity of the State and Rule of Law.

- 1.9. With this background, we are looking to hire a firm with experience in experience design and event facilitation with high-level authorities, to accompany us to turn the agenda into an experience where the star moments are recognized and where we offer participants to talk, interact, ask and contribute ideas throughout the Regional Policy Dialogue of the Education Network 2024.

2. Objectives

- 2.1. The objective of the consultancy is to facilitate a regional policy dialogue in Belém, Brazil with approximately 24 education ministers, 15 Brazilian education secretaries, and Bank staff.

3. Scope of Services

- 3.1. Audience for closed event: About 120 people (ministers of education and officials of equivalent rank from selected countries in Latin America and the Caribbean, selected IDB staff, experts and academics, and authorities from the Brazilian Ministry of Education).

4. Key Activities

- 4.1. The consulting firm will carry out the following activities:
 - 4.1.1. Creative conceptualization for the design of the experience of the entire event.
 - 4.1.1.1. Management and conceptualization of the entire event experience: agenda review, flow recommendation, duration and formats of each session, proposal for group/collaborative dynamics, icebreakers, session format, development of texts in Spanish and English for all deliverables, creation of technical script and master of ceremonies (Spanish and English).
 - 4.1.2. Art direction, design and final art of graphic materials for the entire event.
 - 4.1.2.1. Creation of graphic identity for the entire event.
 - 4.1.2.2. Design of graphic materials for both closed and open events: printed materials such as invitations, badges, agenda, centerpieces, dynamic materials, speakers, promotional materials, labels, etc. as well as digital materials such as ppt templates, loop animations with the identity of the event, digital session interfaces for example use of mural, miro, etc.
 - 4.1.2.3. Technical preparation (final art) of all materials in final version to send to the printer.
 - 4.1.3. Audiovisual production:

- 4.1.3.1. Video production for the event: 6 interview-type videos (duration: 1 and a half minutes) and 2 summary videos of each day of the event (duration: 1 and a half minutes). All videos include music, graphic identity, animations and subtitles in English/Portuguese or the required language.
- 4.1.3.2. Coordination, logistics and equipment required for the production of the videos mentioned above
- 4.1.4. On-site event facilitation:
 - 4.1.4.1. Facilitation in Spanish by 2 senior consultants throughout the event: icebreaker managers, explanation of the dynamics of the closed event.
 - 4.1.4.2. One of the facilitators will support during the open event to function as master of ceremonies, creating the script and alternating the speech together with a local journalist.
- 4.1.5. Coordination of the experience and materials carried out:
 - 4.1.5.1. There will be a project manager to carry out the coordination of creativity, design and final art of all event materials.
 - 4.1.5.2. This proposal includes recommendations for formats, sizes and printing finishes as well as remote supervision of the process.

5. **Expected Outcome and Deliverables**

- 5.1. The meeting consultant will carry out the activities described, with the expected result of organizing and executing a successful event.

6. **Project Schedule and Milestones**

6.1 The Bank will sign a contract with the contractor, for all the services included in these Terms of Reference, for the period of June 2024, during which the firm/organization undertakes to carry out all the activities described, with deadlines to be established through a schedule, by common agreement between the parties, in the Work Plan.

7. **Reporting Requirements**

- 7.1. The monthly financial monitoring reports of the event, like the other products, must be delivered to the Inter-American Development Bank, to the attention of Emma Näslund-Hadley (emman@iadb.org) and Marcelo Perez Alfaro (marcelop@iadb.org), who will approve them, with a copy to Jorge Bazan (jbazan@iadb.org).

8. **Acceptance Criteria**

- 8.1. n/a

9. **Other Requirements**

- 9.1. n/a

10. Supervision and Reporting

- 10.1.* The monthly financial monitoring reports of the event, like the other products, must be delivered to the Inter-American Development Bank, to the attention of Emma Näslund-Hadley (emman@iadb.org) and Marcelo Perez Alfaro (marcelop@iadb.org), who will approve them, with a copy to Jorge Bazan (jbazan@iadb.org).

11. Schedule of Payments

- 11.1.* The contracted firm/organization will be remunerated at a fixed rate, upon signing the contract.
- 11.2.* The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.