

Migration Unit

Assessment of school-aged population and school matching in Trinidad and Tobago **Consultant**

Background of this search: We work to improve lives in Latin America and the Caribbean. Through financial and technical support for countries working to reduce poverty and inequality, we help improve health and education, and advance infrastructure. Our aim is to achieve development in a sustainable, climate-friendly way. With a history dating back to 1959, today we are the leading source of development financing for Latin America and the Caribbean. We provide loans, grants, and technical assistance; and we conduct extensive research. We maintain a strong commitment to achieving measurable results and the highest standards of increased integrity, transparency, and accountability.

The team's mission: The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, labor, 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, including migrants.

The Migration Unit team supports migration receiving countries, countries of destination and migration in transit and the host communities through lending operations; regional, sub-regional and national dialogues; regional cooperation to generate public goods; capacity building and training; and applied research.

What you'll do: the consultant will design and deliver a diagnostic study of the school-aged migrant population in Trinidad and Tobago.

- Identify the needs and challenges migrant families face when accessing education, focusing on language, financial, administrative, and cultural barriers.
- Assess the capacity of schools to accommodate the identified migrant students by considering factors such as enrollment caps, geographic distribution, and appropriate instructional placements.

Deliverables and Payments timeline:

Payments will be made upon the delivery of the following items:

Deliverable 1. Study design proposal.

Deliverable 2. Documents with the needs and challenges migrant families face when accessing education, focusing on language, financial, administrative, and cultural barriers

Deliverable 3. Assess the capacity of schools to accommodate identified migrant students by evaluating factors such as enrollment limits, geographic distribution, and suitable instructional placements.

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| Deliverable | Percentage | Estimated Delivery Date |
|---------------|------------|-------------------------|
| Deliverable 1 | 30% | TBD |
| Deliverable 2 | 30% | TBD |
| Deliverable 3 | 40% | TBD |

What you'll need:

Citizenship: You are a citizen of one of our 48-member countries.

Consanguinity: You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

Education: A bachelor's degree in economics or social sciences is required, with a preference for a master's degree in either field.

Experience: A minimum of four years of professional research experience related to migration issues in the region is essential. Preference will be given to candidates with knowledge or experience in research on public perception, public opinion, social cohesion, discrimination, and similar topics.

Language Proficiency: Fluency in both Spanish and English, in both oral and written forms, is required. Knowledge of French and Portuguese is preferred.

Opportunity Summary:

- Type of contract and modality: PEC
- Length of contract: 6 Months
- Starting date: TBD
- Location: Remote
- Responsible person: Ana Maria Saiz
- Requirements: You must be a citizen of one of the IDB's 48 member countries and have no family members currently working at the IDB Group.

Our culture: Our people are committed and passionate about improving lives in Latin-America and the Caribbean, and they get to do what they love in a diverse, collaborative and stimulating work environment. We are the first Latin American and Caribbean development institution to be awarded the EDGE certification, recognizing our strong commitment to gender equality. As an employee you can be part of internal resource groups that connect our diverse community around common interests.

Because we are committed to providing equal opportunities in employment, we embrace diversity based on gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, and religion. We encourage women, Afro-descendants and persons of indigenous origins to apply.

About us: At the IDB, we're committed to improving lives. Since 1959, we've been a leading source of long-term financing for economic, social, and institutional development in Latin America and the Caribbean. We do more than lending though. We partner with our 48-member countries to provide Latin America and

the Caribbean with cutting-edge research about relevant development issues, policy advice to inform their decisions, and technical assistance to improve on the planning and execution of projects. For this, we need people who not only have the right skills, but also are passionate about improving lives.

Our team in Human Resources carefully reviews all applications.

Selection process # TT-T1165

TERMS OF REFERENCE

English language proficiency assessment for migrant students in Trinidad and Tobago.

Trinidad y Tobago

TT-T1165

English language proficiency assessment for migrant students in Trinidad and Tobago.

1. Background and Justification

- 1.1.** Over the past five years, Trinidad and Tobago (T&T) has experienced an increase in the influx of Venezuelan refugees and migrants. In 2020, there were 71,497 migrants in the country, representing close to 6% of the population and more than half of them were from Latin American countries (DataMig). By January 2022, approximately 28,500 Venezuelan migrants were settled in T&T.

- 1.2.** To address the rising influx of migrants, the Government of the Republic of Trinidad and Tobago (GORTT) created the Migrant Registration Framework (MRF) in 2019. This framework, a regularization mechanism, allows regular and irregular Venezuelan migrants to register with the Ministry of National Security and obtain a registration card, granting temporary legal status and the right to work legally. Venezuelans who registered in 2019 had their cards extended until December 2022. Over 16,500 migrants received registration cards to prove they were registered under the MRF .

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- 1.3.** Despite efforts to promote the socio-economic integration of migrants, significant challenges remain. Integrating migrants into the social and economic fabric presents several obstacles. Language barriers, lack of recognition for foreign skills and certifications, and increased vulnerabilities, among others, pose significant challenges in the country. These barriers have led many migrants to find employment in sectors like construction, hospitality, food services, retail, and janitorial companies. Furthermore, migrants face an increased risk of labor and sexual exploitation.
- 1.4.** An important integration challenge for the migrant population is their limited access to the formal education system. In Trinidad and Tobago, non-national children must obtain a student permit from the Immigration Division to enroll in the public education system. Migrant children are ineligible to attend school due to their legal status. This results in a significant portion of migrant children lacking access to education. As a result, in 2020, three out of four Venezuelan migrant children who have been in Trinidad and Tobago for over a year were unable to access education (OIM, 2020). While the MRF registration card provides a temporary work permit and legal stay in the country, it does not grant access to the education system.
- 1.5.** In response to this situation, the government has announced new legislation allowing primary schools to enroll migrant children in the public education system. These children will be eligible if they have an MRF registration card and pass an English language assessment administered by the University of the West Indies. This initiative has already benefited 200 Venezuelan children whose parents registered with the MRF in 2019 and have successfully passed the English assessment. The government and multilateral agencies have identified around 1,200 children who could benefit from this new educational access. While this represents a positive step, the need to improve language learning resources and identify all eligible students persists. Migrant children from non-English speaking countries, such as Venezuela, will need to evaluate their English proficiency, and teachers will need to be equipped to support students learning English as a second language.

2. Objectives

This contract aims to collaborate with and support English language assessments for about 1,200 migrant students in Trinidad and Tobago to determine their appropriate instructional placement.

3. Scope of Services

- 3.1.** The firm will develop the assessments to evaluate receptive skills (listening and reading comprehension) and productive skills (speaking and writing).

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- 3.2. The firm will partner with the University of the West Indies (UWI) to enhance the inclusion of migrant students in the Trinidad and Tobago education system.

4. Key Activities

- 4.1. Design the methodology and instruments for the design.
- 4.2. Field visits and interviews with key informants.
 - 4.2.1. Selected partners.
 - 4.2.2. Government counterparts.
- 4.3. Analysis of the information and preparation of the assessment schedule assessment.
- 4.4. Presentation of the final report.

5. Expected Outcome and Deliverables

- 5.1. Product 1: Work Plan
- 5.2. Product 2: Presentation of preliminary results
- 5.3. Product 3: Presentation of the final report

6. Project Schedule and Milestones

| Actividad | January | | | | | February | | | | March | |
|--|---------|--------|---------|---------|------------|----------|---------|---------|----------|-------|-------|
| | 1 - 5 | 8 - 12 | 15 - 19 | 25 - 26 | 29 - 2 feb | 5 - 9 | 12 - 16 | 19 - 23 | 26-1 mar | 4-8 | 11-15 |
| Design evaluation methodology and instruments for data collection | | | | | | | | | | | |
| Make Contact | | | | | | | | | | | |
| Development of Work Routes | | | | | | | | | | | |
| Scheduling Field Visits | | | | | | | | | | | |
| Development of field visits and interviews with key informants | | | | | | | | | | | |
| Information Processing | | | | | | | | | | | |
| Analysis of the information and preparation of the Diagnostic Document | | | | | | | | | | | |
| Presentation of preliminary results | | | | | | | | | | | |
| Processing of complete information (transcription of interviews) | | | | | | | | | | | |
| Preparation of the outcome document | | | | | | | | | | | |
| Presentation of the final report | | | | | | | | | | | |

7. Reporting Requirements

- 7.1. The Consulting Firm shall maintain regular communication with the IDB's point of contact in carrying out the activities and developing all deliverables described in this contract. The Consulting Firm shall obtain the IDB's approval to complete each Service Request activity before processing associated payments.
- 7.2. A bank representative will be copied on all communications between the consulting firm and the client.
- 7.3. All project deliverables will be presented in professional-level English and edited by native-level

English speakers to ensure the appropriate language level.

8. Acceptance Criteria

8.1. Deliverables will be provided in editable formats (i.e. Microsoft Word, PowerPoint etc.), as well as any finalized formats.

9. Supervision and Reporting

9.1. The IDB and the respective Clients shall supervise the execution of the activities and completion of the deliverables indicated in these terms of reference and approve all payments. The point of contact at the IDB for all matters related to this contract will be Ana Saiz (AMSAIZ@iadb.org).

10. Schedule of Payments

| Payment Schedule | |
|---------------------------|----------|
| <i>Deliverable</i> | % |
| 1. <i>Product 1</i> | 20% |
| 2. <i>Product 2</i> | 40% |
| 3. <i>Product 3</i> | 40% |
| TOTAL | 100% |

Selection process # TT-T1165

TERMS OF REFERENCE

Design of intercultural education and sensitization modules for the school community in Trinidad and Tobago.

Trinidad y Tobago

TT-T1165

Design of intercultural education and sensitization modules for the school community in Trinidad and Tobago.

11. Background and Justification

- 11.1.** Over the past five years, Trinidad and Tobago (T&T) has experienced an increase in the influx of Venezuelan refugees and migrants. In 2020, there were 71,497 migrants in the country, representing close to 6% of the population and more than half of them were from Latin American countries (DataMig). By January 2022, approximately 28,500 Venezuelan migrants were settled in T&T.
- 11.2.** To address the rising influx of migrants, the Government of the Republic of Trinidad and Tobago (GORTT) created the Migrant Registration Framework (MRF) in 2019. This framework, a regularization mechanism, allows regular and irregular Venezuelan migrants to register with the Ministry of National Security and obtain a registration card, granting temporary legal status and the right to work legally. Venezuelans who registered in 2019 had their cards extended until December 2022. Over 16,500 migrants received registration cards to prove they were registered under the MRF .
- 11.3.** Despite efforts to promote the socio-economic integration of migrants, significant challenges remain. Integrating migrants into the social and economic fabric presents several obstacles. Language barriers, lack of recognition for foreign skills and certifications, and increased vulnerabilities, among others, pose significant challenges in the country. These barriers have led many migrants to find employment in sectors like construction, hospitality, food services, retail, and janitorial companies. Furthermore, migrants face an increased risk of labor and sexual exploitation.
- 11.4.** An important integration challenge for the migrant population is their limited access to the formal education system. In Trinidad and Tobago, non-national children must obtain a student permit from the Immigration Division to enroll in the public education system. Migrant children are ineligible to attend school due to their legal status. This results in a significant portion of migrant children lacking access to education. As a result, in 2020, three out of four Venezuelan migrant children who have been in Trinidad and Tobago for over a year were unable to access education (OIM, 2020). While the MRF registration card provides a temporary work permit and legal stay in the country, it does not grant access to the education system.
- 11.5.** In response to this situation, the government has announced new legislation allowing primary schools to enroll migrant children in the public education system. These children will be eligible if they have an MRF registration card and pass an English language assessment administered by the University of the West Indies. This initiative has already benefited 200 Venezuelan children whose parents registered with the MRF in 2019 and have successfully passed the

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English assessment . The government and multilateral agencies have identified around 1,200 children who could benefit from this new educational access. While this represents a positive step, the need to improve language learning resources and identify all eligible students persists. Migrant children from non-English speaking countries, such as Venezuela, will need to evaluate their English proficiency, and teachers will need to be equipped to support students learning English as a second language.

12. Objectives

12.1. This contract aims to create training modules for intercultural education, along with an implementation guide tailored to the school community, including teachers, administrators, support staff, and directors. Since the education system in Trinidad and Tobago has limited experience in integrating migrant students—especially those from non-English speaking countries—these modules will emphasize promoting social cohesion to facilitate the successful inclusion of migrant students in the upcoming school year. The materials will build upon existing research conducted by the Migration Unit regarding intercultural education and social cohesion.:

13. Scope of Services

13.1. The firm will use a qualitative methodology to develop an intercultural education, and an implementation guide tailored to the school community, including teachers, administrators, support staff, and directors. As a qualitative study technique, it will develop in-depth interviews (individual or collective - maximum with three people in the same interview). Additionally, semi-structured interviews will be conducted with the key actors identified. From these interviews, and with the snowball technique, it is proposed to identify additional actors, mainly migrants in the country.

13.2. For a more in-depth study and the identification of migrants who can participate, it is proposed to visit schools with a more significant influx of migrants with whom to conduct interviews. In these sites, the participant observation technique will be used, the access and development of health services received by migrants will be described, and in-depth interviews will be sought with the people who provide the services and those who receive them.

14. Key Activities

14.1. Design evaluation methodology and instruments for data collection.

14.2. Field visits and interviews with key informants

14.2.1. Selected schools.

14.2.2. Government counterparts.

14.3. Analysis of the information and preparation of the Diagnostic Document.

14.4. Presentation of the final report.

15. Expected Outcome and Deliverables

15.1. Product 1: Work Plan

15.2. Product 2: Presentation of preliminary results

15.3. Product 3: Presentation of the final report

16. Project Schedule and Milestones

| Actividad | January | | | | | February | | | | March | |
|--|---------|--------|---------|---------|------------|----------|---------|---------|----------|-------|-------|
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| Design evaluation methodology and instruments for data collection | █ | | | | | | | | | | |
| Make Contact | | █ | | | | | | | | | |
| Development of Work Routes | | █ | | | | | | | | | |
| Scheduling Field Visits | | █ | | | | | | | | | |
| Development of field visits and interviews with key informants | | | █ | █ | | | | | | | |
| Information Processing | | | | █ | █ | | | | | | |
| Analysis of the information and preparation of the Diagnostic Document | | | | | █ | █ | | | | | |
| Presentation of preliminary results | | | | | | █ | █ | | | | |
| Processing of complete information (transcription of interviews) | | | | | | | █ | █ | | | |
| Preparation of the outcome document | | | | | | | | | █ | █ | |
| Presentation of the final report | | | | | | | | | | | █ |

17. Reporting Requirements

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17.2. A bank representative will be copied on all communications between the consulting firm and the client.

17.3. All project deliverables will be presented in professional-level English and edited by native-level English speakers to ensure the appropriate language level.

18. Acceptance Criteria

18.1. Deliverables will be provided in editable formats (i.e. Microsoft Word, PowerPoint etc.), as well as any finalized formats.

19. Supervision and Reporting

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20. Schedule of Payments

| Payment Schedule | |
|---------------------------|-------------|
| <i>Deliverable</i> | % |
| 4. <i>Product 1</i> | 20% |
| 5. <i>Product 2</i> | 40% |
| 6. <i>Product 3</i> | 40% |
| TOTAL | 100% |