

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	REGIONAL/IDB
▪ TC Name:	Teacher Training in Distance and Hybrid Learning
▪ TC Number:	RG-T3779
▪ Team Leader/Members:	NASLUND-HADLEY, EMMA INGRID (SCL/EDU) Team Leader; HINCAPIE ORDONEZ, DIANA PATRICIA (SCL/EDU) Alternate Team Leader; RIEBLE-AUBOURG, SABINE (SCL/EDU); ARIAS ORTIZ, ELENA (SCL/SCL); HOBBS, CYNTHIA MARIE (SCL/EDU); HOKONOHARA, KENJI (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	24 Aug 2020
▪ Beneficiary:	Education division and countries in the region
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$150,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL - Social Sector
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Gender equality; Diversity

### II. Objective and Justification

- 2.1 COVID-19 has caused changes in education systems that will go on long after the pandemic subsides. The proposed TC will seize this opportunity for sustained change to help strengthen the teaching skills of Latin American and Caribbean (LAC) K-12 teachers. The overall objective is twofold: (i) develop a framework of standards for the assessment of teacher professional development programs for remote and hybrid learning; and (ii) identify best practices for the teacher professional development in remote and hybrid learning.
- 2.2 In response to the COVID-19 pandemic, a worldwide experiment in remote learning is unfolding. In many education systems, the rush to build distance learning models relied on the distribution of old-fashioned paper packages of student content. Other systems disseminated radio and TV lessons through public channels and private networks. Education systems with enough devices and internet access among its teacher and student populations opted for different types of online learning applications and platforms.
- 2.3 In Latin America and the Caribbean (LAC), several months into this quickly launched remote learning experiment, a few important patterns emerge. In addition to lack of digital platforms, devices, and internet, one of the most concerning patterns relates to the quality of the remote learning experiences (Alvarez et al, 2020). The pandemic-related changes in learning models risk reversing the region's incipient, but hard-won progress towards student-centered pedagogical approaches involving project group

work, collaboration, exploration, and critical thinking. The remote lessons used during school closures – whether by paper packages, radio, TV or zoom – have largely focused on the transmission of content, often through lecture style teaching. For LAC teachers, who even in the best of times struggle with the provision of engaging, interactive learning experiences (Näslund-Hadley and Bando, 2016), the swift switch to remote learning has been a difficult cultural shift.

- 2.4 This key challenge in remote teaching and learning stems from a combination of a dearth of high-quality evidence-based pedagogical models for remote teaching, and a general absence of remote teaching skills among teachers. Although some models for interactive remote and hybrid learning exist, these are not widely used in LAC. Teacher training institutions typically do not include remote and hybrid teaching competencies as part of their pre- and in-service professional development programs.
- 2.5 In response to the COVID-19 pandemic, with countries planning how to re-open the schools while respecting social distancing, the IDB developed a framework to make hybrid education a reality that identifies four building blocks (Arias Ortiz et al, 2020): i) New teaching skills and improved pedagogical approaches; ii) platforms and content; iii) Connectivity and equipment, iv) student information. The first building block represents a major challenge because it is not about teachers using a computer or video conference software, but about developing effective teaching practices in a remote and hybrid setting that engage students and promote learning. The proposed TC will address this challenge.

### III. Description of Activities and Outputs

- 3.1 **Component I: Teacher Professional Development Standards for Remote and Hybrid Learning.** The aim of the component is to develop a framework for systematizing and assessing models for teacher professional development for remote and hybrid learning delivered both on-line (e.g. for use during the pandemic) and in person. For the development of the framework, teacher professional development is defined as a continuous process of skill development, rather than a one-stop-shop short training course or event as is the norm in most of LAC.
- 3.2 **Component II: Practices for the Professional Development of Teachers in Remote and Hybrid Learning .** Based on the Framework from Component I, the aim is to identify and systematize practices for effective professional development to help teachers learn and refine the pedagogies and skills required for remote and hybrid instruction, including best practices. The inclusion criteria for the systematization of teacher training programs will be diverse in term of education levels (K-12) and types of training, including both pre- and in-service professional development programs.
- 3.3 **Component III: Dissemination.** TC resources will be used to finance the dissemination of the findings. Specifically, the dissemination will include a publication and a workshop. The half day workshop will take place once the activities of Components I and II have been completed in 2022.

### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Teacher Professional Development Standards for Remote and Hybrid Learning	US\$70,000.00	US\$0.00	US\$70,000.00
Practices for the Professional Development of Teachers in Remote and Hybrid	US\$70,000.00	US\$0.00	US\$70,000.00

Learning			
Dissemination	US\$10,000.00	US\$0.00	US\$10,000.00
<b>Total</b>	<b>US\$150,000.00</b>	<b>US\$0.00</b>	<b>US\$150,000.00</b>

## **V. Executing Agency and Execution Structure**

- 5.1 The TC will be executed by the IDB.
- 5.2 The TC will be executed by the IDB. Bank execution of the TC is justified as the study is regional in scope. The proposed execution scheme guarantees an integral vision on teacher professional development for the region. The products of the consultancies will be coordinated and supervised by the Bank Team.

## **VI. Project Risks and Issues**

- 6.1 The Project Team foresees possible coordination risks with actors involved in teacher training in LAC, including international organizations, private firms, and teacher training institutions. To address the identified risk, the IDB will create an informal steering committee to provide strategic guidance to the IDB and the consultants on the progress of the study; participate in the quality control of the work of the consultants; and promote the study progress and findings. Initial coordination has already been established with the regional office of UNESCO.

## **VII. Environmental and Social Classification**

- 7.1 The ESG classification for this operation is "undefined".