

## **TERMS OF REFERENCE**

### *Experimental Evaluation of the of the Project Fostering Students Indigenous Language Skills*

*Peru*

*PE-T1486*

LINK

#### **1. Background and Justification**

- 1.1 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
- 1.2 For school aged indigenous children, the reversed migration poses a particular challenge. Many have weak or no skills in their indigenous language. The lack of language skills makes assimilation challenging as children struggle to establish friendships, interact with grandparents and other relatives, and develop a sense of belonging in their communities. The lack of indigenous language skills also makes learning difficult as instruction in many schools catering to the indigenous population is conducted in part in the indigenous language, rather than in Spanish.
- 1.3 In Peru, the phenomenon of reversed migration during the COVID-19 pandemic has been so pronounced, it has attracted international attention ([NYT, 2020](#)). Internal migration from rural to urban areas started in the mid-20th Century, increasing the population in Lima ten-fold ([IOM, 2012](#)). By the time of the COVID-19 pandemic, about a fifth of the population had migrated internally within the country since their birth (Dupraz-Dobias, 2020). Of this population, a GRADE-IDB study estimates that in 2020 between 218,000 and 278,000 attempted to make the journey from urban areas back to their communities of origin. Although the main destinations of these internal migrants were Quechua-speaking areas – including Junín, Piura, Huánuco, Cajamarca and Ancash – only 22% reported being Quechua speakers ([IDB, 2021](#)).
- 1.4 **Quechua in Peru.** Despite being an official language of Peru, and the most widely spoken indigenous language in the Western hemisphere, experts warn that it is increasingly in danger of disappearing ([Hornberger & King, 2001](#)). Census records indicate a strong and progressive shift from Quechua monolingualism to Spanish monolingualism. ([Hornberger & King, 2010](#)). In response to this trend, in the government of Peru seeks to expand inter-cultural bilingual education (IBE).
- 1.5 **Indigenous peoples in Peru.** Although poverty rates have declines in Peru in recent decades, in rural areas near the Andes mountains and the Amazon basin, where the country's indigenous population is concentrated, the poverty rate remains very elevated at close to 70%. The indigenous peoples in Peru have the country's highest poverty levels. The low levels of formal education ensure that the cycles of poverty are maintained. Indigenous youth face a variety of challenges – they are more likely to be

poor, be from los socioeconomic level households, and live in areas where access to public services is limited. These factors impede the educational attainments of young indigenous people significantly.

- 1.6 The IDB and the Peru Ministry of Education (MINEDU) are undertaking a project to develop, validate, and evaluate a digital language application for learning Quechua. A digital language application will be piloted in some 100 schools in Huancavelica, Ayacucho or Apurimac.
- 1.7 Against this background the IDB, in collaboration with MINEDU, is looking to contract a firm with expertise in conducting experimental evaluations in the education sector in Latin America.

## **2. Objectives**

- 2.1. The objective of the consultancy is to conduct an experimental assessment of a pilot of a Quechua language application in Huancavelica, Ayacucho or Apurimac.

## **3. Scope of Services**

- 3.1. The evaluation should encompass some 4,000 students with their teachers and caregivers.

## **4. Key Activities**

- 4.1. The consulting firm will carry out the following activities:
  - a. Process the application for an IRB for human subject research.
  - b. Evaluate a pilot that seeks to increase Quechuan language skills in Peru through and experimental evaluation: (i) one group with teachers trained in the new language application; and (ii) one control group.
  - c. Development and validation of test instruments, including a student assessments; and self-filled questionnaires will be applied to teachers and parents of the treatment and control groups. The technical proposal should suggest survey modules and instruments to include in the evaluation.
  - d. Design and maintain a pilot database with information on participating students and teachers.
  - e. Collect quantitative data on two occasions: in March 2023, and November 2023. The data collection will include training of enumerators, coordination and monitoring of the work of the consultants contracted for test application and data entry.
  - f. Clean and analyze the data to assess whether the model has an impact on teacher content knowledge; student achievement; and/or attitudes and beliefs.
  - g. Participate in the dissemination of the results, including presentations in Costa Rica and Washington DC, as well as the co-drafting of publications targeted at teacher training practitioners, educators, development institutions and academia.

## **5. Expected Outcome and Deliverables**

- 5.1. The evaluation consultant will submit the following reports:
- a. A detailed work plan.
  - b. A 2023 baseline report and IRB.
  - c. A qualitative evaluation report
  - d. A final evaluation report including all databases with code books.

## 6. Project Schedule and Milestones

- 6.1. The project will be implemented between 2022 and 2023.

## 7. Reporting Requirements

- 7.1. Reports must be submitted in electronic files. The databases should be submitted in STATA and must include code books.

## 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 Näslund-Hadley ([emman@iadb.org](mailto:emman@iadb.org)) and Hugu Us ([hugou@iadb.org](mailto:hugou@iadb.org)), including regular meetings with the IDB and the MINEDU 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. The Bank retains the ownership to all data.

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

<b>Payment Schedule</b>	
<b><i>Deliverable</i></b>	<b>%</b>
1. Against work-plan	20%
2. Against baseline report, including the database and IRB.	30%
3. Against the qualitative evaluation report	20%
4. Against the receipt and approval of the final evaluation report, including corresponding database	30%
<b>TOTAL</b>	100%

**Job Title:**

*SCL/EDU Curriculum Specialist for the pilot of the Project Fostering Students Indigenous Language Skills*

*PE-T1486*

**Background of this search:**

- 1.1 OEI, MINEDU and the IDB are looking for a professional with data analysis background.
- 1.2 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
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- 1.7 The IDB and the Peru Ministry of Education (MINEDU) are undertaking a project to develop, validate, and evaluate a digital language application for learning Quechua. A digital language application will be piloted in some 100 schools in Huancavelica, Ayacucho or Apurimac.

**What you will do**

The consultant shall collaborate with the IDB Team in the following activities:

- a. Development of workplan;
- b. Design course outline and curriculum for Quechua learners from basic to advanced. The curriculum will foster understanding skills (listening and reading), speaking skills (spoken interaction and production) and writing skills;
- c. Based on the course outline and curriculum, develop lessons. Efforts shall be made to ensure that the course is self-explanatory, introducing grammar with regular words and many examples of all verb forms. Not to overwhelm students, grammar will be divided into small chunks. The language shall be gender sensitive (e.g., “Dad cooks and mom watches sports”), intercultural, and inclusive (avoiding sentences such as “In Peru we speak Spanish”).
- d. Daily Slack communication with OEI staff and weekly 30 min Zoom meetings.

**Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Data analysis and literature review
- Deliverable 3: Academic paper and policy note

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Course outline	Outline	20%
Course curriculum	Curriculum	30%
100 Lessons	100 lessons	30%

**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:** Master’s Degree in Education or a similar Field.

**Experience:** At least 5 years’ experience in the learning and teaching language of the course; and Experience as a language teacher & curriculum designer

**Languages:** Quechua and Spanish

**Core and Technical Competencies:**

- **Areas of Expertise:** Data analysis, education policy analysis, academic writing skills.
- **Skills:** Ability to transmit knowledge and work with multidisciplinary and multicultural team.

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums
- Length of contract: 100 consultancy days over a period of 12 months
- Starting date: January 2022
- Location: Place of residence of consultant
- Responsible person: OEI
- 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 all diversity and encourage women, LGBTQ+, persons with disabilities, afro-descendants, and indigenous people 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.**

**Job Title:**

*SCL/EDU Field Work Coordinators for the pilot of the Project Fostering Students Indigenous Language Skills*

*PE-T1486*

**Background of this search:**

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- 1.2 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
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- 1.7 The IDB and the Peru Ministry of Education (MINEDU) are undertaking a project to develop, validate, and evaluate a digital language application for learning Quechua. A digital language application will be piloted in some 100 schools in Huancavelica, Ayacucho or Apurimac.

**What you will do**



The consultant shall collaborate with the IDB Team in the following activities:

- a. Development of workplan;
- b. Provide a two-day teacher training in 10 schools in the use of a digital Quechua language application;
- c. Provide continuous coaching to teachers in 10 schools in the use of a digital Quechua language application;
- d. Daily Slack communication with OEI staff and weekly 30 min Zoom meetings.

**Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Data analysis and literature review
- Deliverable 3: Academic paper and policy note

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Progress report I	report	20%
Progress report II	report	30%
Final report	report	30%

**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:** Bachelor's Degree in Education or a similar Field.

**Experience:** At least 5 years' experience in education or similar field

**Languages:** Quechua and Spanish

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums

- Length of contract: 100 consultancy days over a period of 12 months
- Starting date: January 2023
- Location: Huancavelica, Ayacucho or Apurimac
- Responsible person: OEI
- 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.

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**Our team in Human Resources carefully reviews all applications.**

**Job Title:**

*SCL/EDU Course Content Specialist for the pilot of the Project Fostering Students Indigenous Language Skills*

*PE-T1486*

**Background of this search:**

- 1.1 OEI, MINEDU and the IDB are looking for a professional with data analysis background.
- 1.2 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
- 1.3 For school aged indigenous children, the reversed migration poses a particular challenge. Many have weak or no skills in their indigenous language. The lack of language skills makes assimilation challenging as children struggle to establish friendships, interact with grandparents and other relatives, and develop a sense of belonging in their communities. The lack of indigenous language skills also makes learning difficult as instruction in many schools catering to the indigenous population is conducted in part in the indigenous language, rather than in Spanish.
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- 1.7 The IDB and the Peru Ministry of Education (MINEDU) are undertaking a project to develop, validate, and evaluate a digital language application for learning Quechua. A digital language application will be piloted in some 100 schools in Huancavelica, Ayacucho or Apurimac.

**What you will do**

The consultant shall collaborate with the IDB Team in the following activities:

- a. Development of workplan;
- b. Translate L1 <> L2 sentences using the application course creation tools
- c. Document all acceptable translations in compact form notation
- d. Daily Slack communication with staff and weekly 30 min Zoom meetings

**Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Translations for basic course content
- Deliverable 3: translations for advanced course content

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Translations for basic course content	50 basic course content lessons	50%
translations for advanced course content	50 advanced course content lessons	30%

**What you'll need:**

**Citizenship:** You are a citizen of one of IDB's 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:** Bachelor's Degree in language or similar field

**Experience:** At least 5 years' experience in learning and teaching languages; and Experience translating/teaching/learning languages

**Languages:** Quechua and Spanish

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums
- Length of contract: 100 consultancy days over a period of 12 months
- Starting date: February 2022
- Location: Place of residence of consultant
- Responsible person: OEI
- 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.

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**Our team in Human Resources carefully reviews all applications.**

**Job Title:**

*SCL/EDU Project Manager and digital application specialist for the Project Fostering Students Indigenous Language Skills*

*PE-T1486*

**Background of this search:**

- 1.1 OEI, MINEDU and the IDB are looking for a professional with data analysis background.
- 1.2 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
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**What you will do**

The consultant shall collaborate with the IDB Team in the following activities:

- a. Development of workplan;
- b. Tracking team progress toward content completion milestones
- c. Point of contact for OEI staff for troubleshooting, bug triage, and unblocking content team
- d. Daily check ins and consulting with content team and staff on Slack
- e. Weekly/Bi-weekly meetings on Zoom for course and launch coordination

**Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Complete basic Quechua course on online application
- Deliverable 3: Complete advanced Quechua course on online application

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Upon acceptance of complete digital application for basic Quechua skills	Complete language course for basic content	50%
Upon acceptance of complete digital application for advanced Quechua skills	Complete language course for advanced content	30%

**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:** Master's Degree in digital content and application development.

**Experience:** At least 5 years' experience in digital learning application development

**Languages:** Spanish

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums
- Length of contract: 100 consultancy days over a period of 24 months
- Starting date: January 2022
- Location: Place of residence of consultant
- Responsible person: OEI
- 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.

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**Our team in Human Resources carefully reviews all applications.**



**Job Title:**

*SCL/EDU Voice recording specialist for the Project Fostering Students Indigenous Language Skills*

*PE-T1486*

**Background of this search:**

- 1.8 OEI, MINEDU and the IDB are looking for a professional with data analysis background.
- 1.9 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
- 1.10 For school aged indigenous children, the reversed migration poses a particular challenge. Many have weak or no skills in their indigenous language. The lack of language skills makes assimilation challenging as children struggle to establish friendships, interact with grandparents and other relatives, and develop a sense of belonging in their communities. The lack of indigenous language skills also makes learning difficult as instruction in many schools catering to the indigenous population is conducted in part in the indigenous language, rather than in Spanish.
- 1.11 In Peru, the phenomenon of reversed migration during the COVID-19 pandemic has been so pronounced, it has attracted international attention ([NYT, 2020](#)). Internal migration from rural to urban areas started in the mid-20th Century, increasing the population in Lima ten-fold ([IOM, 2012](#)). By the time of the COVID-19 pandemic, about a fifth of the population had migrated internally within the country since their birth (Dupraz-Dobias, 2020). Of this population, a GRADE-IDB study estimates that in 2020 between 218,000 and 278,000 attempted to make the journey from urban areas back to their communities of origin. Although the main destinations of these internal migrants were Quechua-speaking areas – including Junín, Piura, Huánuco, Cajamarca and Ancash – only 22% reported being Quechua speakers ([IDB, 2021](#)).
- 1.12 **Quechua in Peru.** Despite being an official language of Peru, and the most widely spoken indigenous language in the Western hemisphere, experts warn that it is increasingly in danger of disappearing ([Hornberger & King, 2001](#)). Census records indicate a strong and progressive shift from Quechua monolingualism to Spanish monolingualism. ([Hornberger & King, 2010](#)). In response to this trend, in the government of Peru seeks to expand inter-cultural bilingual education (IBE).
- 1.13 **Indigenous peoples in Peru.** Although poverty rates have declines in Peru in recent decades, in rural areas near the Andes mountains and the Amazon basin, where the country's indigenous population is concentrated, the poverty rate remains very elevated at close to 70%. The indigenous peoples in Peru have the country's highest poverty levels. The low levels of formal education ensure that the cycles of poverty are maintained. Indigenous youth face a variety of challenges – they are more likely to be poor, be from los socioeconomic level households, and live in areas where access to public services is limited. These factors impede the educational attainments of young indigenous people significantly.
- 1.14 The IDB and the Peru Ministry of Education (MINEDU) are undertaking a project to develop, validate, and evaluate a digital language application for learning Quechua. A digital language application will be piloted in some 100 schools in Huancavelica, Ayacucho or Apurimac.

**What you will do**

The consultant shall collaborate with the IDB Team in the following activities:

- f. Development of workplan;
- g. Use the digital applications audio recording tools to record all L2 sentence- and syllable- level audio (~3k sentences)
- h. Daily Slack communication with staff and Zoom meetings as needed

**Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Digital recording of basic course content
- Deliverable 3: Digital recording of advanced course content

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Upon acceptance of Digital recording of basic course content	50 Digital recordings of basic course content	50%
Upon acceptance of Digital recording of advanced course content	50 Digital recordings of advanced course content	30%

**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:** Bachelor’s Degree in language, theatre, acting or a similar Field.

**Experience:** At least 5 years’ experience in acting, radio, or similar field

**Languages:** Quechua and Spanish

**Expertise in pronunciation in course target language**

**Access to a quiet space for recording purposes**

**Working computer microphone (no special recording equipment needed)**

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums
- Length of contract: 75 consultancy days over a period of 6 months
- Starting date: June 2022
- Location: Place of residence of consultant
- Responsible person: OEI
- 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.

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Because we are committed to providing equal opportunities in employment, we embrace all diversity and encourage women, LGBTQ+, persons with disabilities, afro-descendants, and indigenous people 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.**

**Job Title:**

*SCL/EDU Analysis of experimental pilot of the Project Fostering Students Indigenous Language Skills*

*PE-T1486*

**Background of this search:**

MINEDU and the IDB are looking for a professional with data analysis background.

**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, 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.

The team: The Education Division supports education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low-income students.

We support Latin American and Caribbean countries to ensure that:

- 1) High expectations guide education services;
- 2) Students entering the system are ready to learn;
- 3) All students have access to effective teachers;
- 4) All schools have adequate resources and are able to use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

High quality children's literature is central to achieve international principles<sup>1</sup> of respect for diversity within and between households, communities, and cultures (Adam, et al., 2019). Children's literature can help children understand their own culture and that of others. "Children need books to act as windows into the world around them," helping them explore countries, cultures, perspectives, times, and places that are different from their own (Fix, 2019). Yet, educators and caregivers often have limited understanding of the role of literature in shaping children's value systems, including ideas and perceptions about social inclusion and exclusion, abilities and disabilities, diversity, and gender (Adam, et al., 2019; Leahy & Foley, 2018; Turner & Morgan, 2019).

Even in early childhood children benefit from high quality literature. A wealth of research shows that reading to children improves language development (Frank, et al., 2016); reinforces child-parent bonds (Duursma, et al., 2008); enhances creativity and imagination; improves cognitive development, such as numeracy abilities (Niklas, et al., 2015); improves concentration and behavior (Schmiedeler, et al., 2014); academic outcomes; enhanced reading skills and lifelong reading habits (Sénéchal & LeFevre, 2014; Sénéchal & LeFevre, 2002)

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<sup>1</sup> For example, as laid out in the [United Nations Convention on the Rights of the Child, 1989](#).

- 1.15 Fears of the COVID-19 virus and loss of earning opportunities in the cities of Latin America are pushing indigenous peoples to return to their areas of origin. After decades of indigenous peoples migrating to cities in search of better livelihoods, the region is experiencing a reversed migration on an unprecedented scale (IDB, 2021).
- 1.16 For school aged indigenous children, the reversed migration poses a particular challenge. Many have weak or no skills in their indigenous language. The lack of language skills makes assimilation challenging as children struggle to establish friendships, interact with grandparents and other relatives, and develop a sense of belonging in their communities. The lack of indigenous language skills also makes learning difficult as instruction in many schools catering to the indigenous population is conducted in part in the indigenous language, rather than in Spanish.
- 1.17 In Peru, the phenomenon of reversed migration during the COVID-19 pandemic has been so pronounced, it has attracted international attention ([NYT, 2020](#)). Internal migration from rural to urban areas started in the mid-20th Century, increasing the population in Lima ten-fold ([IOM, 2012](#)). By the time of the COVID-19 pandemic, about a fifth of the population had migrated internally within the country since their birth (Dupraz-Dobias, 2020). Of this population, a GRADE-IDB study estimates that in 2020 between 218,000 and 278,000 attempted to make the journey from urban areas back to their communities of origin. Although the main destinations of these internal migrants were Quechua-speaking areas – including Junín, Piura, Huánuco, Cajamarca and Ancash – only 22% reported being Quechua speakers ([IDB, 2021](#)).
- 1.18 **Quechua in Peru.** Despite being an official language of Peru, and the most widely spoken indigenous language in the Western hemisphere, experts warn that it is increasingly in danger of disappearing ([Hornberger & King, 2001](#)). Census records indicate a strong and progressive shift from Quechua monolingualism to Spanish monolingualism. ([Hornberger & King, 2010](#)). In response to this trend, in the government of Peru seeks to expand inter-cultural bilingual education (IBE).
- 1.19 **Indigenous peoples in Peru.** Although poverty rates have declines in Peru in recent decades, in rural areas near the Andes mountains and the Amazon basin, where the country's indigenous population is concentrated, the poverty rate remains very elevated at close to 70%. The indigenous peoples in Peru have the country's highest poverty levels. The low levels of formal education ensure that the cycles of poverty are maintained. Indigenous youth face a variety of challenges – they are more likely to be poor, be from los socioeconomic level households, and live in areas where access to public services is limited. These factors impede the educational attainments of young indigenous people significantly.
- 1.20 The IDB and the Peru Ministry of Education (MINEDU) are undertaking a project to develop, validate, and evaluate a digital language application for learning Quechua. A digital language application will be piloted in some 100 schools in Huancavelica, Ayacucho or Apurímac.

### **What you will do**

The consultant shall collaborate with the IDB Team in the following activities:

- i. Development of workplan;
- j. Statistical analysis of the experimental data from the project and analyze results. This will include drawing on the qualitative research to help interpret the quantitative findings. (40 days);
- k. Help draft an academic paper, including literature review of related studies, methodology, treatment description, and quantitative and qualitative findings, and incorporate feedback into subsequent versions of the analysis throughout the publication process (20 days);

- I. Help draft policy note on the findings from the project policy recommendations in the [Hablemos de Política Educativa](#) Series (15 days).

**Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Data analysis and literature review
- Deliverable 3: Academic paper and policy note

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Upon presentation of lit review and data analysis	Statistical analysis and literature review	50%
Upon completion of draft paper and draft policy note on the project.	Draft Paper and policy note	30%

**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:** Master's Degree in Statistics, Economics, Education or a similar Field.

**Experience:** At least 5 years' experience in data analysis and evaluation. Experience with projects related to education, IDB policies and procedures will be an asset.

**Languages:** English and Spanish

**Core and Technical Competencies:**

- **Areas of Expertise:** Data analysis, education policy analysis, academic writing skills.
- **Skills:** Ability to transmit knowledge and work with multidisciplinary and multicultural team.

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums
- Length of contract: 75 consultancy days over a period of 8 months
- Starting date: January 2023
- Location: Place of residence of consultant
- Responsible person: Emma Näslund-Hadley (SCL/EDU) [emman@iadb.org](mailto:emman@iadb.org) and Hugo Us (SCL/GDI) [huguu@iadb.org](mailto:huguu@iadb.org)
- 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.

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