

**Pedagogical Approaches to Teaching English as a Second Language****Education Consultant****SU-T1170****Location: External**

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.

[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 IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

- i. ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives.
- ii. strengthen quality and relevance assurance mechanisms.
- iii. consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness, and coverage of skills development opportunities.
- iv. take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- v. actively promote the generation and use of evidence to inform decisions about skills development.

**About this position**

The Ministry of Education (MOESC) has requested the IDB's support for the preparation of a new loan, *Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology*. The IDB's education team has procured funds through a technical cooperation (TC) to carry out studies, seeking appropriate methodologies for teaching of English as a second language and connectivity options for schools in different settings.

The objective of this consultancy is to develop a pedagogical proposal including methodology(ies), schedule, and training methods for teachers. There may be a need for more than one approach, taking into consideration the contextual, educational and geographic aspects of the approximately 500 schools.

We are looking for a professional with experience in English as a Second Language (ESL) pedagogical approaches. You will conduct a review of international good practices in English language teaching approaches and provide recommendations for implementation in Suriname schools, based on your findings and considering the objective defined above.

You will work with the team of the IDB's Education Division, part of the Social Sector department. This team is responsible for maintaining the dialogue, support and preparation of projects and operations for education in Suriname.

**What you'll do:**

- Review international best practices to identify different teaching modalities that could be used in Suriname
- Review current practices being used to teach ESL and identify strengths and weaknesses
- Recommend pedagogical strategies for different age levels and for different types of schools, considering their contextual, educational and geographic aspects
- Identify potential partners for development of programs and materials;
- Based on consultations with key stakeholders regarding recommended strategies, develop a pedagogical proposal(s) for English Language teaching in Suriname, liaising with the consultant responsible for developing the technological kit proposal. Explore the use of technology in the pedagogical proposal to enhance language learning. Recommend interactive online resources, language learning apps, digital media and communication tools to facilitate self-study and promote digital literacy skills for teachers and students.
- Design a training strategy for ESL teachers to apply the pedagogical strategies, liaising with the consultant responsible for the technological kit proposal.
- Develop a system for ongoing assessment and feedback to monitor students' progress. Include both formative and summative assessments.
- Write a roadmap to align with the Common European Framework of Reference for Languages (CEFR) or other regional or local accreditation of the program.
- Liaise with MOESC staff responsible for curriculum development, teacher training and assessment, as well as with the consultants for connectivity and the proposed technological kit(s) to ensure the proposals are aligned.
- Present findings to the Minister and his team.

**Deliverables and Payments Timeline:**

<b><u>Deliverable #</u></b>	<b><u>Percentage</u></b>	<b><u>Planned Date to Submit</u></b>
<b><u>1- Work plan:</u></b> Outline of activities and delivery schedule of the intermediate and final products	<b>20%</b>	Two weeks after contract signature
<b><u>2- Comparative Analysis Report.</u></b> This document will contain a systematization on the findings and alternatives of teaching modalities for ESL for implementation in Suriname, the recommended pedagogical strategies for	<b>20%</b>	10 weeks after signature of contract

different age levels and types of schools (urban/rural, etc.), and potential partners for development of programs and materials.		
<b>3- Pedagogical Proposal</b> for ESL teaching in Suriname, considering the pros and cons of current practices and incorporating feedback from the MOESC and other stakeholders to the recommended strategies in Deliverable #2. The proposal should include: <ul style="list-style-type: none"> <li>• Main objectives and goals</li> <li>• Pedagogical approach</li> <li>• Teaching strategies and techniques</li> <li>• Recommended texts and/or materials</li> <li>• Technology-enhanced learning options for those schools with strong connectivity and alternatives for schools in the interior, for example, with fewer connectivity options.</li> </ul>	20%	16 weeks after signature of contract
<b>4- Training Strategy for ESL Teachers.</b> This document will focus on the application of the proposed teaching strategies and will include training requirements, skills to be developed including those necessary for assessment of student progress and use of the technological kits, and recommended time frame for training.	20%	20 weeks after signature of contract
<b>5- Roadmap to Achieve Accreditation.</b> This may refer to the Common European Framework of Reference for Languages (CEFR) or other regional or local accreditation for the ESL program. The roadmap will define the best option(s) and the steps required to achieve accreditation.  Final presentation of the Pedagogical Proposal in its entirety to the MOESC and other key stakeholders.	20%	22 weeks after signature of contract

### What you'll need

- **Education:** Master's degree (or equivalent advanced degree) in Linguistics or English Language Teaching, ESL, or other fields relevant to the responsibilities of the role.
- **Experience:** At least 10 years of progressive experience in coordinating ESL programs, including design of programs and training of teachers. Experience in use of technological tools for teaching.
- **Languages:** Proficiency in English  
Knowledge of Dutch would be an asset.

**Key skills:**

- Learn continuously
- Collaborate and share knowledge
- Focus on clients
- Communicate and influence
- Innovate and try new things

**Requirements:**

- **Citizenship:** You are a citizen of one of our 48-member countries.
- **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.
- **COVID-19 considerations:** the health and safety of our employees are our number one priority. As a condition of employment, IDB/IDB Invest requires all new hires to be fully vaccinated against COVID-19.

**Type of contract and duration:**

- **Type of contract:** Products and External Services Consultant (PEC), Lump Sum
- **Length of contract:** 45 non-consecutive days over a period of six (6) months
- **Travel:** Yes

#	Origin (City, Country)	Destination (City, Country)	# of Days
1	Insert residency of PEC	Paramaribo, Suriname	7
2	Insert residency of PEC	Paramaribo, Suriname	7

**What we offer**

The IDB group provides benefits that respond to the different needs and moments of an employee's life. These benefits include:

- A **competitive compensation** package.
- A flexible way of working. You will be evaluated by deliverable.

**Our culture**

At the IDB Group we work so everyone brings their best and authentic selves to work, willing to try new approaches without fear, and where they are accountable and rewarded for their actions.



## **HRD Terms of Reference**

## **ANNEX A**

Diversity, Equity, Inclusion and Belonging (DEIB) are at the center of our organization. We celebrate all dimensions of diversity and encourage women, LGBTQ+ people, persons with disabilities, Afro-descendants, and Indigenous people to apply.

We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job interview process. If you are a qualified candidate with a disability, please e-mail us at [diversity@iadb.org](mailto:diversity@iadb.org) to request reasonable accommodation to complete this application.

**Our Human Resources Team reviews carefully every application.**

### **About the IDB Group**

The IDB Group, composed of the Inter-American Development Bank (IDB), IDB Invest, and the IDB Lab offers flexible financing solutions to its member countries to finance economic and social development through lending and grants to public and private entities in Latin America and the Caribbean.

### **About IDB**

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 integrity, transparency, and accountability.

### **Follow us:**

<https://www.linkedin.com/company/inter-american-development-bank/>

<https://www.facebook.com/IADB.org>

[https://twitter.com/the\\_IDB](https://twitter.com/the_IDB)

**Technological kit proposal****Education Division Consultant****SU-T1170****Location: External**

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- vi. actively promote the generation and use of evidence to inform decisions about skills development.

**About this position**

The Ministry of Education (MOESC) has requested the IDB's support for the preparation of a new loan, *Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology*. The IDB's education team has procured funds through a technical cooperation (TC) *Language training and Connectivity* to carry out studies, seeking appropriate methodologies for teaching of English as a second language and connectivity options for schools in different settings.

The objective of this consultancy is to provide specialized technical support in establishing the design and specifications of technological kits and planning the deployment and maintenance of those kits to the country's approximately 500 schools. The kits will be used for pedagogical and management purposes to deliver improved teaching and learning experiences.

We are looking for a professional with experience in coordinating projects or public policies - preferably in education technology or telecommunications engineering - to design a technological kit or kits for schools to deliver English as a second language to all schools in Suriname. You will diagnose the available equipment in schools, propose a technological kit that addresses the pedagogical and management needs of the project, and plan the deployment and maintenance of the equipment.

You will work with the IDB team of the Education Division who is responsible for maintaining the dialogue, support and preparation of education-related projects and operations in Suriname.

**What you'll do:**

- Diagnose the technological equipment available in Suriname's schools, considering, in particular, the differences between those located in urban and rural areas and with different connectivity capabilities;
- Conduct a comparative review of the different options related to technological equipment that are most effective for teaching English as a second language in light of their potential for use in Suriname's schools and carry out a detailed cost analysis, including installation, repairs and maintenance, and technical support;
- Define the characteristics of a technological kit or kits (list of devices, equipment, specifications, maintenance requirements, among others) required for teaching English as a second language through hybrid approaches, considering the school's infrastructure and available spaces, access routes to deliver the kits to the schools, number of students per teacher, digital skills of teachers, etc. There may be a number of different types of kits to fit schools in different circumstances;
- Liaise with consultants and MOESC staff responsible for EMIS planning and the pedagogical proposal consultant to assess management and pedagogical needs and ensure the proposed technological kit(s) are aligned;
- Design and set up a plan to provide training to the schools' staff and teachers on the usage, maintenance and troubleshooting of the technological kit(s), liaising with the consultant responsible for identifying language teaching methodologies and the pedagogical proposal;
- Prepare an implementation report that includes the technical specifications of the equipment to be acquired, as well as a step-by-step guide on the procedure for its procurement, the logistics for its distribution, and the corresponding installation and maintenance processes;
- Propose terms of reference for the contracting, if necessary, of individual consultants or a firm to carry out the implementation of the designed intervention;
- Write a one-thousand-word blogpost that describes the problem, diagnostic, method and solution(s) designed for the intervention.

**Deliverables and Payments Timeline:**

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<b><u>Deliverable #</u></b>	<b><u>Percentage</u></b>	<b><u>Planned Date to Submit</u></b>
<b><u>1- Work plan:</u></b> Outline of activities and delivery schedule of the intermediate and final products.	25%	Two weeks after signature of contract
<b><u>2- Technological equipment and digital resources for teaching.</u></b> This document will contain a systematization on the findings and	40%	14 weeks after signature of contract

<p>alternatives on technological equipment to support the teaching and learning of English, its advantages and disadvantages, and a recommendation on the best options for Suriname's schools, considering contextual (infrastructure, available spaces, digital skills of teachers, cultural norms, etc.), educational and geographical aspects. This systematization should include the analysis of at least the following critical aspects:</p> <ul style="list-style-type: none"> <li>• Mapping of the needs of schools concerning the use of technology kits for English language teaching;</li> <li>• Characteristics of the technology kits;</li> <li>• List of suppliers;</li> <li>• Costs and lead times for their acquisition and installation, including a cost analysis of the proposed technology kits;</li> <li>• The durability of the equipment and ease of maintenance processes; and</li> <li>• Training strategy, aimed at teachers and school staff, on the correct use of the equipment (to be coordinated with the aforementioned consultants)</li> </ul>		
<p><b><u>3- Specifications and terms of reference for the acquisition, delivery, use and maintenance of technology kits.</u></b> Terms of reference for contracting individuals or firms to implement the intervention. It also includes the complete planning of each phase of the intervention with a sequence of activities, responsible parties, deliverables, schedule and costs. There must be at least two terms of reference for: (i) procurement, distribution, and installation of school technological kits; and (ii) equipment maintenance and technical support. The ToRs should contain at least:</p> <ul style="list-style-type: none"> <li>• Key activities to be included to guarantee that the objectives are met;</li> <li>• Scope, workload, and expected timeline;</li> <li>• Products or deliverables that must be generated;</li> <li>• Required technical specifications for implementing the intervention; and</li> </ul>	15%	18 weeks after signature of contract



<ul style="list-style-type: none"> <li>• Candidate's or firm's required profile in terms of experience, education, language, and general skills.</li> </ul>		
<b>4- School's technology kit document.</b> This document will contain guidelines for schools' staff and teachers on how to use, store and troubleshoot the technological kit(s), aligned with the pedagogical proposal and management needs.	20%	22 weeks after signature of contract

### What you'll need

- **Education:** Master's degree (or equivalent advanced degree) in engineering, education technology, telecommunications, information technology, computation, or other fields relevant to the responsibilities of the role.
- **Experience:** At least 10 years of progressive experience in coordinating projects or public policies, preferably in education technology, telecommunications engineering or change management for educational digital transformation.
- **Languages:** Proficiency in English  
Knowledge of Dutch would be an asset.

### Key skills:

- Learn continuously
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### Requirements:

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- **Travel:** Yes

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## HRD Terms of Reference

## ANNEX A

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<https://www.facebook.com/IADB.org>

[https://twitter.com/the\\_IDB](https://twitter.com/the_IDB)

## TERMS OF REFERENCE

### Generation of guidelines for teachers and principals on teaching English as a Second Language

Suriname

SU-T1170

Language Training and Connectivity

[Web link to approved document]

#### 1. Background and Justification

- 1.1.** 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.
- 1.2.** 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. The IDB's private sector window also finances projects to expand educational opportunities for low-income students.
- 1.3.** 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 can use them for learning; and
  - 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.
- 1.4.** The Ministry of Education (MOESC) has requested the IDB's support for the preparation of a new loan, Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology. The IDB's education team has procured funds through a technical cooperation (TC) to carry out studies, seeking appropriate methodologies for teaching of English as a Second Language (ESL) and connectivity options for schools in different settings.
- 1.5.** The Government of Suriname has identified the need for its citizens to strengthen their English language skills in order to improve their educational opportunities and Suriname's competitiveness. Limited numbers of qualified English teachers and outdated materials and

teaching strategies have led the government to seek the development of new pedagogies and online options. This requires upgrades to school connectivity. Although some two thirds of schools have an internet connection provided by the MOESC, these schools are all located in urban or coastal areas, and even in those schools there are issues with the quality of the service (bandwidth and service interruptions). Improved connectivity will allow for hybrid education and expand opportunities for teaching and learning 21st century skills. This TC will carry out studies to identify the different levels of connectivity at schools across the country and prepare a connectivity framework, to be carried out during the loan's execution. It also will identify new pedagogies and develop a design for a technological kit to be used to teach English as a Second Language.

## **2. Objectives**

- 2.1.** The objective of this consultancy is to generate guidelines for teachers and principals of approximately 500 schools in Suriname for planning and implementing the teaching of English as a Second Language. These guidelines will bring together, in a user-friendly way, the pedagogical proposal(s), the technological kits and the connectivity needed for teaching ESL in order to instruct the teachers and principals on how best to implement the program in their schools.

## **3. Scope of Services**

- 3.1.** Develop user-friendly guidelines to instruct teachers and school principals on how to apply the pedagogy using the technological kit and connectivity options. Since there will be several types of kits, depending mostly on geographical conditions (urban vs rural) and connectivity options, there will be different versions of the guidelines.
- 3.2.** Pilot the guidelines with a small number of schools to test their usefulness and incorporate changes based on the feedback provided. This will be accomplished through the following activities.

## **4. Key Activities**

- 4.1.** Review international best practices and references relatable to Suriname's context on teachers' and principals' guidelines for implementing systemic, technological and integrated projects in schools.
- 4.2.** Hold consultations with key stakeholders, including teachers and principals, to understand users' profiles, routines, potential challenges and needed standards and recommended practices for teaching ESL in schools.
- 4.3.** Develop specific guidelines to facilitate the implementation of the pedagogical proposal developed for the teaching of ESL, considering the selected and available technological kits, as well as the connectivity needs of the schools (in addition to the other aspects mentioned above).
- 4.4.** Prepare specific guidelines to facilitate the school principals' proper management and support to teachers regarding the implementation of the pedagogical proposal developed for the teaching ESL, considering the selected and available technological kits, as well as the schools' needs in terms of connectivity (in addition to the other aspects mentioned above).

- 4.5. Develop an innovative format and strategy for delivering the guidelines for teachers and principals at scale considering the context of Surinamese schools and the timeline for implementing the teaching of English as a Second Language.
- 4.6. Produce a prototype of the guidelines for teachers and principals and validate it with key stakeholders, including MOESC personnel from teacher training (CENASU), curriculum, STEM, and IT.
- 4.7. Conduct a pilot related to the application of the guidelines and recommendations in a small sample of schools in order to gather feedback from principals and teachers after their application, with the aim of drawing up a list of potential modifications and areas for improvement.
- 4.8. Propose terms of reference for the contracting, if necessary, of individual consultants or a firm to carry out the production and distribution of the guidelines to teachers and principals.
- 4.9. Write a one-thousand-word blogpost that describes the problem, diagnostic, method, and solution(s) designed for the intervention.

## 5. Expected Outcome and Deliverables

- 5.1. The following deliverables are expected:

<i><b>Deliverables and timelines</b></i>	
<u><b>Deliverable</b></u>	<u><b>Planned Date to Submit</b></u>
<u><b>Deliverable 1</b></u> Submission and approval of a detailed work plan including an outline of activities and delivery schedule of the intermediate and final products	Two weeks after signature of contract
<u><b>Deliverable 2</b></u> Guidelines for teachers regarding the implementation of the pedagogical proposal for teaching ESL. This document should contain clear and specific guidelines in a language adapted to the teaching staff to enable the correct teaching of English as a second language in schools. These guidelines, in addition to contextual (infrastructure, available spaces, digital skills of teachers, etc.), educational and geographical aspects, should consider the following key items: <ul style="list-style-type: none"> <li>• The pedagogical proposal mentioned above.</li> <li>• Technological kits acquired and adapted to the teaching of English as a second language.</li> <li>• Connectivity mapping in the context of the selected schools in Suriname.</li> </ul>	2 months after signature of contract
<u><b>Deliverable 3</b></u> Guidelines for school principals regarding the implementation of the pedagogical proposal for teaching ESL. This document should contain clear	3 months after signature of contract

<p>and specific guidelines in a language adapted to the school principals to enable the management and support of the teachers and the correct teaching of English as a second language in schools. These guidelines, in addition to contextual (infrastructure, available spaces, digital skills of teachers, etc.), educational and geographical aspects, should consider the following key items:</p> <ul style="list-style-type: none"> <li>• The pedagogical proposal mentioned above.</li> <li>• Technological kits acquired and adapted to the teaching of English as a second language.</li> <li>• Connectivity mapping in the context of the selected schools in Suriname.</li> </ul>	
<p><b><u>Deliverable 4</u></b></p> <p>Final report on implementation. This report should include the insights resulting from applying the above guidelines and recommendations in a small sample of schools, as well as the feedback received by principals and teachers after their application, and a list of potential modifications.</p>	<p>22 weeks after signature of contract</p>

## 6. **Project Schedule and Milestones**

- 6.1. Proposal considering IDB and the IDB's Division of Education's requirements: upon the signature of the contract.
- 6.2. Presentations and documents in accordance with the above activities and the Education Division requirements
- 6.3. Starting date: TBD in 2024.

## 7. **Reporting Requirements**

- 7.1. Every report must be submitted to the Bank in digital form and in English. The file must be in an electronic format used by the Bank, such as one of the MS Office, JPG, and/or TIFF formats. ZIP files (compressed) will not be accepted as final reports due to the regulations of the Bank File Management Section.

## 8. **Acceptance Criteria**

- 8.1. The acceptance of deliverables will be approved by the Education Division through a confirmation email.

## 9. **Other Requirements**

- 9.1. All Offerors shall assume all costs associated with the preparation and presentation of their proposals. The Bank does not assume any responsibility whatsoever to reimburse Offerors for costs incurred in the preparation of proposals in response to this RFP. The consulting firm is expected to participate in regular meetings with IDB and the MOEY. The frequency of meetings

will be determined at the start of the consultancy.

## 10. **Supervision and Reporting**

- 10.1.** Each deliverable will be approved by the IDB Education Team. It shall be the firm's responsibility to ensure that such reports are submitted in a timely manner to the Bank.

## 11. **Schedule of Payments**

- 11.1.** Payment terms will be based on project milestones or deliverables listed below. 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.

<b>Payment Schedule</b>	
<b><i>Deliverable</i></b>	<b>%</b>
1. Submission and approval of Product 1	20%
2. Submission and approval of Product 2	30%
3. Submission and approval of Product 3	30%
4. Submission and approval of Product 4	20%
<b>TOTAL</b>	<b>100%</b>



**Connectivity in Schools Education Division Consultant****SU-T1170****Location External**

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- vi. take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- vii. actively promote the generation and use of evidence to inform decisions about skills development.

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The objective of this consultancy is to provide specialized technical support in mapping, diagnosing and developing a plan to connect the country's schools to high-speed Internet or alternative connectivity options. This will enable schools to use the internet for pedagogical and management purposes to deliver improved teaching and learning experiences.

We are looking for a professional with experience in education technology or telecommunications engineering to map the current connectivity status of Suriname's approximately 500 schools and provide an intervention plan for delivering the best Internet possible and adequate technologies for pedagogical and management needs in schools in different settings.

You will work with the team of SU-T1170 as part of the Education Division in Social Sector department. This team is responsible for maintaining the dialogue, support and preparation of projects and operations for education in Suriname.

**What you'll do:**

- Map and systematize relevant data from different sources regarding schools' connectivity, such as the georeferenced location of schools, connectivity backbone's distribution in the territory (coverage), schools that are currently connected to the internet, quality of the internet delivered, among others;
- Analyze the context and characteristics of Suriname's schools, in particular the differences between coastal and rural areas, and propose a methodology for grouping them in clusters with similar needs for connectivity intervention;
- Conduct preliminary market research on potential technologies and providers that could deliver connectivity to schools and provide recommendations on which technology would be more suitable for pedagogical purposes;
- Critically review and systematize connectivity options in light of their implementation possibilities in Suriname and conduct a detailed cost analysis, including installation, repairs and maintenance, and technical support (if needed);
- Develop guidelines that support the comparison and decision-making between alternatives for connecting schools in light of pedagogical and management needs;
- Coordinate with the consultancy responsible for developing the pedagogical proposal to ensure the connectivity plan matches the pedagogical and management needs;
- Coordinate with the consultancy responsible for developing the technological kit proposal to ensure the connectivity plan takes into account the devices deployment plan;
- Elaborate an implementation document that includes the description and step-by-step manual of project infrastructure installation, distribution logistics, acquisition of equipment and maintenance processes;
- Propose terms of reference for contracting external individual consultants or firms that may carry on with the implementation of the designed intervention;
- Write a one-thousand-word blogpost that describes the problem, diagnostic, method and solution designed for the intervention.

**Deliverables and Payments Timeline:**

[Click or tap here to enter text.](#)

<b><u>Deliverable #</u></b>	<b><u>Percentage</u></b>	<b><u>Planned Date to Submit</u></b>
<b><u>Work plan:</u></b> Outline of activities and delivery schedule of the intermediate and final products.	25%	Two weeks after signature of contract
<b><u>Educational connectivity strategy:</u></b> This document will contain a mapping of schools' connectivity, systematization of connectivity alternatives, their advantages and disadvantages, and the recommendation of the best option for connecting schools, considering the contextual, educational, and geographical aspects. The systematization should include the analysis of at least the following critical aspects: <ul style="list-style-type: none"> <li>• Technological infrastructure deployment characteristics</li> <li>• Costs and times of implementation</li> <li>• Technological infrastructure durability and ease of maintenance processes</li> </ul>	25%	14 weeks after signature of contract
<b><u>Infrastructure implementation document:</u></b> This report includes a manual of project infrastructure installation, distribution logistics, acquisition of equipment and maintenance processes. Also, the complete planning for each phase of the intervention with a sequence of activities, responsible parties, deliverables, timeline, and costs.	25%	18 weeks after signature of contract
<b><u>Terms of reference:</u></b> for contracting individuals or firms to implement the intervention. There must be at least four terms of reference for: (i) Infrastructure acquisition and deployment; (ii) Infrastructure maintenance and technical support; (iii) Acquisition, distribution and maintenance of school technology kits. The ToRs should contain at least: <ul style="list-style-type: none"> <li>• Key activities to be included to guarantee that the objectives are met.</li> <li>• Scope, workload, and expected timeline.</li> <li>• Products or deliverables that must be generated.</li> <li>• General technical specifications required for implementing the intervention.</li> </ul>	25%	22 weeks after signature of contract

<ul style="list-style-type: none"> <li>• Candidate's or firm's required profile in terms of experience, education, language and general skills.</li> </ul>		
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### What you'll need

- **Education:** Master's degree (or equivalent advanced degree) in engineering, education technology, telecommunications, information technology, computation, or other fields relevant to the responsibilities of the role.
- **Experience:** At least 10 years of progressive experience in coordinating projects or public policies, preferably in education, technology, telecommunications engineering or change management for educational digital transformation.
- **Languages:** Proficiency in English  
Knowledge of Dutch would be an asset.

### Key skills:

- Learn continuously
- Collaborate and share knowledge
- Focus on clients
- Communicate and influence
- Innovate and try new things

### Requirements:

- **Citizenship:** You are a citizen of one of our 48-member countries.
- **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.
- **COVID-19 considerations:** the health and safety of our employees are our number one priority. As a condition of employment, IDB/IDB Invest requires all new hires to be fully vaccinated against COVID-19.

### Type of contract and duration:

- **Type of contract:** Products and External Services Consultant (PEC), Lump Sum
- **Length of contract:** 30 non-consecutive days in a period of 6 months
- **Travel:** Yes

#	Origin (City, Country)	Destination (City, Country)	# of Days
1	Residency of PEC	Paramaribo, Suriname	7
2	Residency of PEC	Paramaribo, Suriname	7

### What we offer



## HRD Terms of Reference

## ANNEX A

The IDB group provides benefits that respond to the different needs and moments of an employee's life. These benefits include:

- A **competitive compensation** package.
- A flexible way of working. You will be evaluated by deliverable.

### **Our culture**

At the IDB Group we work so everyone brings their best and authentic selves to work, willing to try new approaches without fear, and where they are accountable and rewarded for their actions.

Diversity, Equity, Inclusion and Belonging (DEIB) are at the center of our organization. We celebrate all dimensions of diversity and encourage women, LGBTQ+ people, persons with disabilities, Afro-descendants, and Indigenous people to apply.

We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job interview process. If you are a qualified candidate with a disability, please e-mail us at [diversity@iadb.org](mailto:diversity@iadb.org) to request reasonable accommodation to complete this application.

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The IDB Group, composed of the Inter-American Development Bank (IDB), IDB Invest, and the IDB Lab offers flexible financing solutions to its member countries to finance economic and social development through lending and grants to public and private entities in Latin America and the Caribbean.

### **About IDB**

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 integrity, transparency, and accountability.

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**Education Management Information Roadmap****Education Consultant****SU-T1170****Location: External**

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.

[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 IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

- iv. ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives.
- v. strengthen quality and relevance assurance mechanisms.
- vi. consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness, and coverage of skills development opportunities.
- vii. take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- viii. actively promote the generation and use of evidence to inform decisions about skills development.

**About this position**

The Ministry of Education (MOESC) has requested the IDB's support for the preparation of a new loan, *Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology*. The IDB's education team has procured funds through a technical cooperation (TC) *Language training and Connectivity* to carry out studies, seeking appropriate methodologies for teaching of English as a second language (ESL) and connectivity options for schools in different settings.

The objective of this consultancy is to develop a roadmap for the Ministry of Education Science and Culture (MOESC) to enable the effective implementation of a comprehensive Education Management Information System (EMIS) that improves decision-making, data management, and

educational quality in targeted areas, including areas to support the ESL teaching methodologies recommended under this TC.

We are looking for a professional with experience in education technology, data management or information systems design and implementation, to analyze Suriname's MOESC needs to design a rational Road Map to develop a comprehensive EMIS solution to serve Suriname's National Education System, with approximately 500 public schools and provide expert guidance during the planning stage.

You will work with the team of SU-T1170 as part of the Education Division in Social Sector department. This team is responsible for maintaining the dialogue, support and preparation of projects and operations for education in Suriname.

**What you'll do:**

- Become familiar with the comprehensive EMIS study financed by the IDB in 2019, and the recommendations for implementation of the EMIS for the MOESC in that moment.
- Engage with various stakeholders, including education administrators, policymakers, teachers, and parents, to understand their needs in order to incorporate their feedback into the EMIS scope design and roadmap for implementation.
- Conduct assessments and interviews with different actors to understand the current priorities, specific requirements, challenges, and goals for a future more comprehensive EMIS by focusing on the following aspects: (i) identify the management processes to be covered by a new and comprehensive EMIS; (ii) analyze the legal, institutional, organizational, and administrative arrangements for each management process operation; (iii) identify and analyze the systems that currently provide strategic information for management, such as the performance evaluation system; (iv) analyze current practices of consolidation and delivery of information to authorities; (v) analyze current EMIS strengthening plans, if any; and (vi) analyze the use of the information generated by the current EMIS and its potential.
- Determine the level of development of the current EMIS and identify processes covered, scope, and its strengths and improvement opportunities related to each of its functionalities and operational processes.
- Critically review and systematize alternative Road Maps to build a comprehensive EMIS, (could be one integrated suite, or an ecosystem of different tools in a interoperative platform) considering technical implementation feasibility in Suriname, and conduct a detailed cost analysis, including system architecture, technological infrastructure, data management load, cyber security, software development, installation, upgrade and maintenance, technical support required (type of support and profiles), and human resource and training needs for successful implementation of the more comprehensive EMIS;
- System Design and Implementation: collaborate with stakeholders to define the scope of an appropriate EMIS solution, to be developed, tailored to the MOESC's requirements. This includes exploring alternatives for buying or developing suitable software, defining

data structures and general workflows, and identifying the requirements for the system to be configured for effective data management and reporting.

- Provide training sessions and workshops to disseminate the final selected RoadMap among stakeholders and collect feedback and suggestions for implementation strategy.
- Develop guidelines that support migrating existing data from manual records to the new EMIS, in each of the expected phases of development, taking into consideration other relevant systems or databases to guide seamless data flow and interoperability.
- System customization and enhancement: Collaborate on the definition of expected customizations of existing solutions, if applicable, with developers and technical teams, based on specific requirements or changes in policies or regulations.
- Coordinate with other consultancies to ensure that EMIS requirements are in accordance with pedagogical and management needs and take into account the acquisition of technology and deployment plan for this TC.
- Propose terms of reference for contracting all resources needed to implement the Agreed Road Map. This may include TORs for external individual consultants or firms, technical specifications for the acquisition of equipment, project infrastructure installation, distribution logistics, and maintenance processes for the EMIS, etc.
- Write a one-thousand-word blogpost that describes the problem, diagnostic, method and solution designed for the intervention.

### **Deliverables and Payments Timeline:**

Click or tap here to enter text.

<b><u>Deliverable #</u></b>	<b><u>Percentage</u></b>	<b><u>Planned Date to Submit</u></b>
<b><u>Work plan:</u></b> Outline of activities and delivery schedule of the intermediate and final products.	15%	Two weeks after signature of contract
<b><u>EMIS diagnostic report:</u></b> This document will contain a detailed identification of strengths and challenges, and a three-year plan and roadmap for the continued development of the Education Management Information System (EMIS). The diagnostic report should include: <ul style="list-style-type: none"> <li>• Results from stakeholder interviews.</li> <li>• The recommended best focus areas for the EMIS considering contextual, educational, connectivity, and geographical aspects and MOESC capacity.</li> </ul>	30%	Two months after signature of contract



<p><b><u>EMIS Implementation Strategy:</u></b> The strategy should include at least the following critical aspects:</p> <ul style="list-style-type: none"> <li>• Strengthening plan for the EMIS of Suriname.</li> <li>• Technological infrastructure characteristics</li> <li>• Costs and times of implementation, including a plan for migration of manual information</li> <li>• Acquisition of equipment and distribution logistics</li> <li>• Technological infrastructure durability and maintenance processes</li> <li>• Report of the EMIS analysis incorporating recommendations that arise during the presentation of results to the MOESC.</li> </ul> <p>Also, the strategy should complete planning for each phase of the intervention with a sequence of activities, responsible parties, timeline, and costs.</p>	30%	Three months after signature of contract
<p><b><u>Terms of reference (TORs):</u></b> Write TORs for contracting of individuals or firms to implement the EMIS intervention. There must be terms of reference for: (i) Infrastructure acquisition and distribution; (ii) Infrastructure maintenance and technical support;. The ToRs should contain at least:</p> <ul style="list-style-type: none"> <li>• Key activities to be included to guarantee that the objectives are met.</li> <li>• Scope, workload, and expected timeline.</li> <li>• Products or deliverables that must be generated.</li> <li>• General technical specifications required for implementing the intervention.</li> <li>• Candidate's or firm's required profile in terms of experience, education, language and general skills.</li> </ul>	25%	Two weeks before closing of contract

**What you'll need**

- **Education:** Master's degree (or equivalent advanced degree) in engineering, education technology, information technology, information systems, computer science or other fields relevant to the responsibilities of the role.
- **Experience:** At least 10 years of progressive experience in coordinating projects or public policies, preferably in education, technology, or change management for educational digital transformation.
- **Languages:** Proficiency in English  
Knowledge of Dutch would be an asset.

**Key skills:**

- Learn continuously
- Collaborate and share knowledge
- Focus on clients
- Communicate and influence
- Innovate and try new things

**Requirements:**

- **Citizenship:** You are a citizen of one of our 48-member countries.
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- **COVID-19 considerations:** the health and safety of our employees are our number one priority. As a condition of employment, IDB/IDB Invest requires all new hires to be fully vaccinated against COVID-19.

**Type of contract and duration:**

- **Type of contract:** Products and External Services Consultant (PEC), Lump Sum
- **Length of contract:** 30 non-consecutive days over a period of four (4) months
- **Travel:** Yes

#	Origin (City, Country)	Destination (City, Country)	# of Days
1	Residency of PEC	Paramaribo, Suriname	7
2	Residency of PEC	Paramaribo, Suriname	7

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<https://www.facebook.com/IADB.org>

[https://twitter.com/the\\_IDB](https://twitter.com/the_IDB)

**Digital Transformation support****Education Consultant****SU-T1170****Location: External**

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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 IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

- i. Ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives.
- ii. Strengthen quality and relevance assurance mechanisms.
- iii. Consolidate and develop better financing and co-financing mechanisms to improve the efficiency, effectiveness, and coverage of skills development opportunities.
- iv. Take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- v. Actively promote the generation and use of evidence to inform decisions about skills development.

**About this position**

The Ministry of Education (MOESC) has requested the IDB's support for the preparation of a new loan, ***Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology***. The IDB's education team has procured funds through a technical cooperation (TC) ***Language training and Connectivity*** to carry out studies, seeking appropriate methodologies for teaching of English as a second language and connectivity options for schools in different settings. There will be several studies oriented to different aspects of education technology which will require general oversight.

We are looking for a proactive professional with experience in the coordination of **projects and/or public policies**, especially in the areas of education, technology or change management for

digital transformation in education, as well as in the analysis and processing of data within the education sector. All this to provide oversight to the education technology studies under this TC and technical assistance to the **Digital Transformation in Education team** (hereinafter DTE) belonging to the **Education Division** (hereinafter SCL/EDU).

Specifically, you will support, from a technical point of view, the design, implementation and monitoring of this and other operations oriented to the digital transformation of education in LAC, in addition to participating in the development of **new knowledge products**, methodological guides and support materials related to this topic.

You will work with the IDB team of the Education Division who is responsible for maintaining the dialogue, support and preparation of education-related projects and operations in Suriname, as well as with the DTE team, which is responsible for supporting education systems in LAC in their digital transformation processes, in order to promote quality, flexible and inclusive **Education 4.0**.

### What you'll do

1. Support the **oversight to the studies for the TC** related to education technology, specifically the Connectivity in Schools and Technological Kits, and ensure liaisons between these consultants and the consultant who will develop the Pedagogical Approaches to Teaching English as a Second Language (ESL). Report regularly to the TL on progress and ensure that recommendations from the three consultancies are aligned.
2. Provide references to verify that **Guidelines for Teachers and School Principals are user-friendly** and incorporate all the steps required for application of the technological kits to implement the recommended pedagogical approaches.
3. Follow the **EMIS Implementation Strategy** regarding the strengthening plan for the EMIS of Suriname; the technological infrastructure characteristics; the costs and times of implementation; the steps for acquisition of equipment and distribution logistics; and the infrastructure durability and maintenance processes.
4. Prepare inputs for the **implementation plans** for projects and operations that include digital transformation in education, for Suriname and other selected countries. These preparation activities include the implementation schedule, objectives, evaluation strategy, compliance monitoring and systematization of progress.
5. Support project teams in the **preparation and follow-up of analytical activities**, related to digital transformation.
6. Prepare and support the design of **standardized tools and products to support SCL/EDU specialists** in the dialogue, preparation and execution of lending operations with a digital component (set of performance indicators for the digital transformation of education; repository of international evidence on the use of technology in education; and mapping of successful experiences in the digital transformation of education, among others).
7. Support in the implementation of the diagnosis, mobilization of actors and follow-up of responses, as well as development of **strengthening and digital transformation plans**,

resulting from the application of IDB-developed diagnostic and self-evaluation instruments, specifically the SIGED/EMIS methodology and the Edutec Guide;

8. Involvement in **other activities** according to the current needs of the Suriname education team and the DTE team.

### **Timetable of deliveries and payments**

<b><u>Deliverable #</u></b>	<b><u>Percentage</u></b>	<b><u>Planned Date to Submit</u></b>
<b><u>Work plan:</u></b> Outline of activities and delivery schedule of the intermediate and final products.	20%	Two weeks after signature of contract
<b><u>Draft report on connectivity, technology kits and pedagogical proposal consultancies.</u></b> This document should include: <ul style="list-style-type: none"> <li>• Details of the development of these three consultancies.</li> <li>• Detailed review of reports resulting from them.</li> <li>• Summary of the follow-up reports prepared periodically.</li> </ul>	20%	4 months after signature of contract
<b><u>EMIS Implementation Strategy Review Report:</u></b> this report should include a thorough review of the following aspects prepared by the EMIS consultant: <ul style="list-style-type: none"> <li>• Strengthening plan for the EMIS of Suriname.</li> <li>• Technological infrastructure characteristics.</li> <li>• Costs and times of implementation, including a plan for migration of manual information.</li> <li>• Steps for acquisition of equipment and distribution logistics.</li> <li>• Technological infrastructure durability and maintenance processes.</li> <li>• Report of the EMIS analysis incorporating recommendations that arise during the presentation of results to the MOESC.</li> </ul>	20%	8 months after signature of contract
<b><u>Creation of a repository of evidence from DTE projects.</u></b> This repository must contain, in detail, the following aspects:	20%	12 months after signature of contract

<ul style="list-style-type: none"> <li>• Clear and precise definition of a set of indicators that serve to identify key evidence.</li> <li>• Detailed list of evidence and supporting literature.</li> <li>• Report on the usefulness and functions of this evidence repository.</li> </ul>		
<b><u>Report on the revision of the data systematization models resulting from the application of SIGED/EMIS diagnoses and the Edutec Guide.</u></b> This report should contain: <ul style="list-style-type: none"> <li>• An exhaustive review of the data systematization models.</li> <li>• Proposal of recommendations and areas for improvement of said models.</li> <li>• Proposals for the evolution, if necessary, of both instruments.</li> </ul>	20%	18 months after signature of contract

### **What you'll need**

- **Education:** Master's/ bachelor's degree (or equivalent advanced degree) in Education, Sociology, Public Policy, Economics, Law or other fields related to the responsibilities associated with the position described.
- **Experience:** At least **5 years of progressive experience** in terms of project coordination, operations, or public policy, preferably in education, technology or change management for digital transformation in education.
- **Languages:** Fluency in Spanish and English, oral and written, is required. Additional knowledge of French and Portuguese is preferred.

### **Key skills**

- Learn continuously;
- Collaborate and share knowledge;
- Focus on clients;
- Communicate and influence; and
- Innovate and try new things.

### **Requirements**

- **Citizenship:** You are a citizen of one of our 48-member countries.
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- **COVID-19 considerations:** the health and safety of our employees are our number one priority. As a condition of employment, IDB/IDB Invest requires all new hires to be fully vaccinated against COVID-19.

**Type of contract and duration**

- Contract Type: Products and External Services Consultant (PEC), Lump Sum.
- Duration: 120 non-consecutive days over 18 months.

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## HRD Terms of Reference

## ANNEX A

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