

TERMS OF REFERENCE

Fortalecimiento de la Capacidad Institucional para la Identificación de Estudiantes con Discapacidades

Nicaragua

NI-T1331

[Web link to approved document]

Education for Children with Special Education Needs

1. Background and Justification

- 1.1. One of the main challenges to ensuring inclusive education in Latin America and the Caribbean (LAC) is the lack of systematic screening processes to identify students with disabilities. Ministries of education across the region often do not implement standardized identification protocols, resulting in only a small fraction of students being recognized as having disabilities. Consequently, these students lack access to the special education services necessary to address their needs.
- 1.2. The magnitude of this under-identification is alarming. An ongoing regional study by the Inter-American Development Bank (IDB) used data from the Global Burden of Disease project combined with administrative data from ministries of education to estimate the extent of under-identification of students with disabilities. In most countries, fewer than 1% of students are identified as having disabilities by ministries of education, a figure far below global standards and the estimated prevalence of disabilities in school-age populations. Chile stands out as a notable exception, identifying approximately 10% of its students with disabilities through proactive measures. The lack of identification means that students with disabilities face significant barriers to learning, development, and social participation.
- 1.3. In line with the rest of the region, Nicaragua's Ministry of Education (MINED) has identified 11,000 students with disabilities, representing less than 1% of the student population in primary and secondary education. However, the IDB regional study suggests that this figure reflects significant under-identification. According to the study, it is estimated that in Nicaragua, 7.4% of children aged 5 to 9 years and 9.7% of children aged 10 to 19 years have some form of disability. These averages include children with blindness or vision loss: 2.6% of children aged 5 to 9 years and 4.2% of those aged 10 to 19 years. Regarding developmental intellectual disabilities, the results indicate an impact on 2.0% of children aged 5 to 9 years and 1.8% of those aged 10 to 19 years. Meanwhile, hearing loss affects 2.8% of children aged 5 to 9 years and 3.7% of children aged 10 to 19 years. It is important to note that the study does not include physical disabilities beyond blindness and hearing loss, indicating that the actual number of children with disabilities is likely higher.
- 1.4. Without systematic screening and identification processes, the majority of these children remain invisible to the education system, deprived of the specialized support they need to thrive.

Addressing this challenge requires urgent action to establish and expand systematic screening programs, train educators, and allocate resources that foster inclusive educational practices. Ensuring that every child is identified and supported is essential to achieving equity and fulfilling the right to education for all students in the region.

- 1.5. The Child Functioning Module - Teacher Version (CFM-TV), developed by UNICEF in collaboration with the Washington Group and launched in June 2024, responds to the urgent need for scalable, low-cost screening tools in developing country contexts. Specifically designed for use in schools, the CFM-TV empowers teachers to identify children who may have functional difficulties that affect their participation and learning. Leveraging teachers' daily observations of students' activities, this tool offers a practical and accessible alternative to medical assessments, which are often costly and resource-intensive. Its adaptability and ease of use make it an ideal option for scaling across diverse education systems, especially in resource-constrained contexts. The IDB participated in the validation of the CFM-TV in Belize (BL-T1166; ATN/GP-20051-BL), ensuring its effectiveness and reliability in identifying children with functional limitations. This collaboration underscores the potential of the CFM-TV to improve disability identification rates and support inclusive education strategies in developing countries.

2. **Objectives**

- 2.1. The objective of the consultancy is to support the **strengthening of the institutional capacity** of Nicaragua's education system to effectively identify students with disabilities.

3. **Scope of Services**

- 3.1. This consultancy will ensure the systematic institutionalization of disability identification processes and equip MINED with the tools and capacity needed for long-term sustainability and planning. The consultancy will focus on:
 - Validating and applying the CFM-TV in approximately 200 schools in vulnerable areas.
 - Providing teacher training on the application of the CFM-TV for disability screening, ensuring its correct implementation and reporting.
 - Enhancing the administrative data system of the Ministry of Education (MINED) to capture, manage, and monitor data on students with disabilities, enabling more efficient and precise tracking.
 - Delivering technical assistance for implementing data protection measures to ensure the secure and ethical handling of collected information, aligned with international standards.
 - Developing a document summarizing the institutional capacity built within MINED as a result of the consultancy to identify students with disabilities.
 - Producing a report characterizing the population of students with disabilities and providing policy recommendations to inform future initiatives.

4. Key Activities

4.1. The consultancy firm contracted under Component I will be responsible for the following activities:

Validation of the CFM-TV

- 4.2. Adapt the **Child Functioning Module - Teacher Version (CFM-TV)** to the Nicaraguan context, ensuring cultural and contextual relevance.
- 4.3. Pilot the tool in selected schools to test its reliability and usability, making necessary adjustments based on findings.

Implementation of the CFM-TV

- 4.4. Coordinate the application of the CFM-TV in approximately 200 schools in vulnerable areas, ensuring standardized and efficient implementation.
- 4.5. Supervise and support the use of the tool by trained teachers, addressing any challenges encountered during its application.

Teacher Training

- 4.6. Develop and deliver **training sessions** for teachers and school administrators on the correct use of the CFM-TV for identifying students with disabilities.
- 4.7. Provide follow-up coaching and technical support to ensure teachers are confident in applying the tool effectively.

Institutional Capacity Building

- 4.8. Strengthen the **administrative data systems of the Ministry of Education (MINED)** to improve the collection, management, and monitoring of data on students with disabilities.
- 4.9. Train MINED staff at the central level on data analysis and planning based on the information collected through the CFM-TV.

Technical Assistance on Data Protection

- 4.10. Develop and implement measures to ensure the secure and ethical handling of data collected, aligned with international data protection standards.
- 4.11. Conduct training sessions for MINED staff on data privacy and compliance with relevant regulations.

Documentation and Reporting

- 4.12. Prepare a document summarizing the **institutional capacity** built within MINED as a result of the consultancy.
- 4.13. Produce a comprehensive report characterizing the population of students with disabilities identified through the CFM-TV, including **policy recommendations** to inform future actions.

Stakeholder Engagement

- 4.14. Conduct consultations with key stakeholders, including MINED staff, teachers, and school administrators, to gather feedback and ensure alignment with project objectives.
- 4.15. Organize workshops to share findings and promote understanding of inclusive education practices.

Monitoring and Evaluation

- 4.16. Monitor the implementation process to ensure compliance with objectives and timelines.
- 4.17. Provide periodic progress updates to the IDB project team and MINED, addressing any challenges and recommending adjustments as necessary.
- 4.18. The firm will be expected to work closely with MINED and the IDB project team to ensure all activities are aligned with the objectives of the Technical Cooperation and deliver sustainable outcomes.

5. Expected Outcome and Deliverables

5.1. *The consultancy is expected to deliver the following outcomes:*

Validated and Contextualized Screening Tool

5.2. *The **Child Functioning Module - Teacher Version (CFM-TV)** adapted to the Nicaraguan context, tested, and validated for use in approximately 200 schools.*

Strengthened Teacher Capacity

5.3. *Teachers and school administrators in 200 schools trained and capable of effectively applying the CFM-TV to identify students with disabilities.*

Improved Institutional Capacity

5.4. *The Ministry of Education (MINED) equipped with enhanced data systems and staff trained to collect, manage, and analyze data on students with disabilities.*

5.5. *Central-level MINED staff able to plan and implement strategies based on robust and accurate disability data.*

Data Protection Measures

5.6. *Implementation of internationally aligned **data protection protocols** to ensure the ethical and secure handling of student information.*

5.7. *MINED staff trained on data privacy policies and compliance standards.*

Characterization of Students with Disabilities

5.8. *A comprehensive report detailing the population of students with disabilities identified through the CFM-TV, including their needs and challenges.*

Policy Recommendations

5.9. *Evidence-based recommendations provided to MINED for improving inclusive education practices and scaling disability identification processes.*

Sustainable Institutional Processes

5.10. *Institutionalized screening and data management processes within MINED, ensuring long-term sustainability of disability identification and support systems.*

Knowledge Dissemination

5.11. *Key findings and lessons learned from the consultancy shared through reports, workshops, and presentations to relevant stakeholders, fostering awareness and promoting inclusive education practices.*

5.12. *These outcomes will contribute to a more inclusive and equitable education system in Nicaragua, with improved identification and support for students with disabilities.*

6. Project Schedule and Milestones

6.1. *The consultancy will be implemented over the course of 12 months.*

7. Reporting Requirements

7.1. Reporting will include:

- Four Supervision Reports, detailing progress, challenges, and next steps for the implementation of activities
- CFM-TV Validation Report, documenting the adaptation, testing, and validation process of the CFM-TV in the Nicaraguan context.
- Teacher Training Report with a summary of training activities, including participation statistics and an assessment of teacher readiness to apply the CFM-TV.
- Institutional Capacity Report with an analysis of the strengthened institutional capacity within MINED, including enhancements to data systems and staff training outcomes.
- Population Characterization Report with a detailed profile of the students with disabilities identified through the CFM-TV, including policy recommendations for inclusive education.
- Final Report with a comprehensive assessment of the consultancy's achievements, lessons learned, and recommendations for future scaling and policy improvements.

8. Acceptance Criteria

8.1. The acceptance criteria include:

- Completeness: All reports must address the scope of work outlined in the terms of reference, include required data, and provide actionable insights.
- Clarity: Reports must be well-structured, written in clear and concise language, and free from errors or inconsistencies.
- Timeliness: Reports must be submitted by the agreed deadlines and incorporate feedback provided by the IDB project team and MINED during draft reviews

1. Consulting Firm and Team Requirements

1.1. The consulting firm should have demonstrated experience in inclusive education, disability identification, and institutional capacity building, particularly in developing country contexts. The firm must have expertise in training educators, managing large-scale data collection projects, and implementing tools for disability screening. Familiarity with the Nicaraguan educational context and relevant stakeholders is highly desirable. Experience in the CFM-TV is a strong advantage.

2. Other Requirements

- 2.1. **Team Lead:** Expertise in education policy, disability inclusion, and project management, with at least 10 years of relevant experience.
- 2.2. **Education Specialist:** Experience in teacher training and inclusive education practices, with knowledge of individualized education plans (IEPs).
- 2.3. **EMIS Expert:** Proficient in data systems, monitoring, and evaluation, with experience in handling sensitive data and privacy protocols. Knowledge of international standards for data privacy and security, ensuring compliance with ethical guidelines.
- 2.4. **Field Coordinator:** Skilled in coordinating activities in remote and vulnerable areas, with experience in stakeholder engagement.

3. Supervision and Reporting

- 3.1. The firm will report to the IDB team leader for the project, Emma Näslund-Hadley, emman@iadb.org.

4. Schedule of Payments

- 4.1. 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.
- 4.2. The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.

Payment Schedule	
Deliverable	%
1. <i>Supervision Report 1</i>	10%
2. <i>CFM-TV Validation Report</i>	15%
3. <i>Supervision Report 2</i>	5%
4. <i>Teacher Training Report</i>	20%
5. <i>Supervision Report 3</i>	5%
6. <i>Supervision Report 4</i>	5%
7. <i>Institutional Capacity Report</i>	10%
8. <i>Population Characterization</i>	10%
9. <i>Final Report</i>	20%
TOTAL	100%

TERMS OF REFERENCE

Capacitación Docente para la Elaboración y Aplicación de Planes Educativos Individualizados (PEI)

Nicaragua

NI-T1331

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Education for Children with Special Education Needs

9. Background and Justification

- 9.1. One of the main challenges to ensuring inclusive education in Latin America and the Caribbean (LAC) is the lack of systematic screening processes to identify students with disabilities. Ministries of education across the region often do not implement standardized identification protocols, resulting in only a small fraction of students being recognized as having disabilities. Consequently, these students lack access to the special education services necessary to address their needs.
- 9.2. The magnitude of this under-identification is alarming. An ongoing regional study by the Inter-American Development Bank (IDB) used data from the Global Burden of Disease project combined with administrative data from ministries of education to estimate the extent of under-identification of students with disabilities. In most countries, fewer than 1% of students are identified as having disabilities by ministries of education, a figure far below global standards and the estimated prevalence of disabilities in school-age populations. Chile stands out as a notable exception, identifying approximately 10% of its students with disabilities through proactive measures. The lack of identification means that students with disabilities face significant barriers to learning, development, and social participation.
- 9.3. In line with the rest of the region, Nicaragua's Ministry of Education (MINED) has identified 11,000 students with disabilities, representing less than 1% of the student population in primary and secondary education. However, the IDB regional study suggests that this figure reflects significant under-identification. According to the study, it is estimated that in Nicaragua, 7.4% of children aged 5 to 9 years and 9.7% of children aged 10 to 19 years have some form of disability. These averages include children with blindness or vision loss: 2.6% of children aged 5 to 9 years and 4.2% of those aged 10 to 19 years. Regarding developmental intellectual disabilities, the results indicate an impact on 2.0% of children aged 5 to 9 years and 1.8% of those aged 10 to 19 years. Meanwhile, hearing loss affects 2.8% of children aged 5 to 9 years and 3.7% of children aged 10 to 19 years. It is important to note that the study does not include physical disabilities beyond blindness and hearing loss, indicating that the actual number of children with disabilities is likely higher.
- 9.4. Without systematic screening and identification processes, the majority of these children remain invisible to the education system, deprived of the specialized support they need to thrive.

Addressing this challenge requires urgent action to establish and expand systematic screening programs, train educators, and allocate resources that foster inclusive educational practices. Ensuring that every child is identified and supported is essential to achieving equity and fulfilling the right to education for all students in the region.

- 9.5. The Child Functioning Module - Teacher Version (CFM-TV), developed by UNICEF in collaboration with the Washington Group and launched in June 2024, responds to the urgent need for scalable, low-cost screening tools in developing country contexts. Specifically designed for use in schools, the CFM-TV empowers teachers to identify children who may have functional difficulties that affect their participation and learning. Leveraging teachers' daily observations of students' activities, this tool offers a practical and accessible alternative to medical assessments, which are often costly and resource-intensive. Its adaptability and ease of use make it an ideal option for scaling across diverse education systems, especially in resource-constrained contexts. The IDB participated in the validation of the CFM-TV in Belize (BL-T1166; ATN/GP-20051-BL), ensuring its effectiveness and reliability in identifying children with functional limitations. This collaboration underscores the potential of the CFM-TV to improve disability identification rates and support inclusive education strategies in developing countries.
- 9.6. **Teacher Training in Individualized Education Plans (IEPs).** Identifying students with disabilities is a crucial first step, but ensuring their inclusion and success in the education system requires access to special education services. International recommendations emphasize the importance of inclusive education, where students with disabilities are supported to learn alongside their peers in regular classrooms. In Nicaragua, there are 26 special education schools with teachers specifically trained to support students with disabilities. However, the vast majority of schools in the country lack teachers with specialized training in special education, making it challenging to integrate these students into regular classrooms. To address this gap, the recommended approach is to train teachers in the development and application of **Individualized Education Plans (IEPs)**. This methodology allows for adapting the curriculum and teaching strategies to the specific needs of each student, ensuring a personalized approach. Teacher training in IEPs includes developing skills to identify learning barriers, design targeted interventions, and implement inclusive practices in the classroom. This is essential not only for improving the learning outcomes of students with disabilities but also for promoting equitable access to quality education for all students.

10. Objectives

- 10.1. The objective of the consultancy is to enhance the capacity of teachers, school administrators, and the Ministry of Education (MINED) to develop and implement **Individualized Education Plans (IEPs)** for students with disabilities in approximately 200 schools located in vulnerable areas.

11. Scope of Services

12. This consultancy will contribute to improving the learning outcomes of students with disabilities and promoting equitable and inclusive education in Nicaragua. The consultancy will focus on:

- Training educators and administrators to adapt teaching methodologies and implement inclusive practices in classrooms.
- Providing technical assistance to ensure the effective preparation, application, and monitoring of IEPs in participating schools.
- Strengthening MINED's institutional capacity at the central level to supervise and support the implementation of IEPs, guaranteeing the sustainability of these strategies in the long term.
- Developing resources and tools to support the application of IEPs and provide ongoing support to participating schools.
- Delivering a final report summarizing the institutional capacity built within MINED and the overall impact of the IEP initiative, including recommendations for future scalability.

13. Key Activities

13.1. The consultancy firm contracted under Component I will be responsible for the following activities:

Development and Delivery of Training

- 13.2. Design and deliver training programs for teachers and school administrators in the development and application of Individualized Education Plans (IEPs).
- 13.3. Provide tailored coaching and follow-up support to ensure effective implementation of IEPs in approximately 200 schools.

Technical Assistance for IEP Implementation

- 13.4. Guide schools in adapting teaching methodologies and integrating inclusive practices into their classrooms.
- 13.5. Provide on-site or virtual support to teachers and administrators during the initial implementation of IEPs.

Capacity Building at MINED

- 13.6. Train MINED staff at the central level on supervising, monitoring, and supporting the implementation of IEPs.
- 13.7. Develop tools, guidelines, and workflows to institutionalize the IEP process within MINED's operations.

Resource Development

- 13.8. Create templates, checklists, and other materials to assist teachers and administrators in preparing and managing IEPs.
- 13.9. Develop a resource guide on best practices for inclusive education and the use of IEPs.

Monitoring and Evaluation

- 13.10. Monitor the progress of IEP implementation in participating schools and collect feedback from stakeholders.

- 13.11. Evaluate the effectiveness of the training and support provided, identifying areas for improvement.

Documentation and Reporting

- 13.12. Produce interim progress reports summarizing activities, outcomes, and lessons learned.
- 13.13. Prepare a final report that includes a summary of institutional capacity built, an analysis of IEP implementation, and recommendations for scaling and sustainability.

Stakeholder Engagement

- 13.14. Facilitate workshops or meetings with teachers, school administrators, and MINED staff to share progress and gather input.
- 13.15. Engage with relevant stakeholders to ensure alignment with broader educational policies and priorities.

14. Expected Outcome and Deliverables

Training Materials and Resources

- 14.1. Comprehensive training modules for teachers and school administrators on developing and implementing Individualized Education Plans (IEPs).
- 14.2. Templates, guides, and tools to support the preparation, application, and management of IEPs.

Training Completion Report

- 14.3. Summary of training sessions conducted, including participation statistics, feedback from attendees, and assessments of teacher and administrator readiness to apply IEPs.

Technical Assistance Report

- 14.4. Documentation of the technical support provided to schools, highlighting key challenges, solutions, and recommendations for improving IEP implementation.

Institutional Capacity Report

- 14.5. Analysis of the capacity built within the Ministry of Education (MINED) to supervise and sustain the IEP process, including tools, workflows, and recommendations for scaling.

Monitoring and Evaluation Reports

- 14.6. Interim reports on the progress of IEP implementation in participating schools, detailing milestones achieved, challenges encountered, and adjustments made.
- 14.7. A final evaluation of the effectiveness of the training and technical assistance provided.

Population Characterization Report

- 14.8. A detailed profile of students with disabilities identified through IEP implementation, highlighting key trends and insights for policy and practice.

Final Consultancy Report

- 14.9. A comprehensive summary of activities, outcomes, lessons learned, and recommendations for the future scalability and sustainability of the IEP initiative.
- 14.10. Annexes with all tools, resources, and data collected during the consultancy.

15. Project Schedule and Milestones

15.1. *The consultancy will be implemented over the course of 12 months.*

16. Reporting Requirements

16.1. Reporting *will include:*

- Four Supervision Reports: Detailing progress, challenges, and next steps for the implementation of training and technical assistance activities.
- Teacher Training Report: Summarizing the training activities conducted, including participation statistics, feedback from participants, and an assessment of teacher and school administrator readiness to develop and implement IEPs.
- Technical Assistance Report: Documenting the support provided to teachers and administrators during the implementation of IEPs, including key challenges, solutions, and recommendations for improvement.
- Institutional Capacity Report: Analyzing the capacity built within MINED to sustain and scale the IEP initiative, including tools, workflows, and recommendations for future institutional strengthening.
- Population Characterization Report: Providing a detailed profile of students with disabilities identified through IEP implementation, highlighting trends and insights, along with policy recommendations for improving inclusive education.
- Final Report: A comprehensive assessment of the consultancy's activities, outcomes, lessons learned, and actionable recommendations for scaling and sustaining the IEP initiative in Nicaragua.

17. Acceptance Criteria

17.1. The acceptance criteria include:

- Completeness: All reports must address the scope of work outlined in the terms of reference, include required data, and provide actionable insights.
- Clarity: Reports must be well-structured, written in clear and concise language, and free from errors or inconsistencies.
- Timeliness: Reports must be submitted by the agreed deadlines and incorporate feedback provided by the IDB project team and MINED during draft reviews

5. Consulting Firm and Team Requirements

5.1. The consulting firm should have demonstrated experience in inclusive education, disability identification, and institutional capacity building, particularly in developing country contexts. The firm must have expertise in training educators, managing large-scale data collection projects, and implementing tools for disability screening. Familiarity with the Nicaraguan educational context and relevant stakeholders is highly desirable. Experience in the CFM-TV is a strong advantage.

6. Other Requirements

- 6.1. **Team Lead:** Expertise in education policy, disability inclusion, and project management, with at least 10 years of relevant experience.
- 6.2. **Education Specialist:** Experience in teacher training and inclusive education practices, with knowledge of individualized education plans (IEPs).
- 6.3. **IEP Expert:** Proficient in IEP development and implementation, teacher training in IEP.
- 6.4. **Field Coordinator:** Skilled in coordinating activities in remote and vulnerable areas, with experience in stakeholder engagement.

7. Supervision and Reporting

- 7.1. The firm will report to the IDB team leader for the project, Emma Näslund-Hadley, emman@iadb.org.

8. Schedule of Payments

- 8.1. 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.
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1. <i>Supervision Report 1</i>	10%
2. <i>Technical Assistance Report</i>	15%
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4. <i>Teacher Training Report</i>	20%
5. <i>Supervision Report 3</i>	5%
6. <i>Supervision Report 4</i>	5%
7. <i>Institutional Capacity Report</i>	10%
8. <i>Population Characterization</i>	10%
9. <i>Final Report</i>	20%
TOTAL	100%

Education Economics Consultant

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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 (business unit, reports to, job summary)

We are looking for a detail oriented, skills, team member. As education economic consultant you will provide technical assistance to MINED in data analysis of students with disability.

You will work in SCL/EDU part of Social Sector department.

What you'll do:

Data Review and Validation

- Review and validate data collected from the application of the Child Functioning Module - Teacher Version (CFM-TV) in participating schools.
- Ensure data quality and consistency, identifying and addressing gaps or inconsistencies in the dataset.
- **Statistical Analysis**
- Conduct statistical analysis of data to characterize the population of students with disabilities, including prevalence rates, geographic distribution, and functional categories.
- Analyze trends and correlations to identify key factors influencing access to education for students with disabilities.
- **Policy-Oriented Analysis**
- Provide evidence-based insights to inform policy recommendations for inclusive education and resource allocation.
- Support MINED in interpreting the data to design targeted interventions aimed at improving educational outcomes for students with disabilities.
- **Capacity Building**

- Train MINED staff in basic data analysis techniques and the use of statistical tools to ensure sustainability of data management practices.
- Develop guidelines and templates for future analysis of disability data by MINED personnel.
- **Report Development**
- Prepare detailed reports summarizing key findings, methodologies, and policy implications.
- Collaborate on the production of a **Population Characterization Report** that profiles students with disabilities and provides actionable recommendations.
- **Stakeholder Engagement**
- Present findings and recommendations to MINED officials and other stakeholders, facilitating discussions on implications for policy and practice.
- Participate in workshops or meetings to disseminate analysis results and gather feedback.
- This role requires strong analytical skills, experience in education data analysis, and the ability to translate complex data into actionable insights for policymakers.
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What you'll need

- **Education:** Master degree (or equivalent advanced degree) in economics, education or other fields relevant to the responsibilities of the role.
- **Experience:** At least 5 years of progressive experience in education and data analysis
- **Languages:** Proficiency in Spanish and English, spoken and written, is required. Additional knowledge of French and Portuguese is preferable.

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:** International Consultant Full-Time
- **Length of contract:** 6 months

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** packages
- **Leaves and vacations:** 2 days per month of contract + gender- neutral parental leave
- **Health Insurance:** the IDB Group provides a monthly allowance for the purchase of health insurance
- **Savings plan:** The IDB Group cares about your future, depending on the length of the contract, you will receive a monthly savings plan allowance.

- We offer assistance with **relocation and visa applications** for you and your family when it applies
- **Hybrid and flexible** work schedules
- **Development support:** We offer learning opportunities to boost your professional profile such as seminars, 1:1 professional counseling, and much more.
- **Health and wellbeing:** Access to our Health Services Center which provides preventive care and health education for all employees.
- **Other perks:** Lactation Room, Daycare Center, Gym, Bike Racks, Parking, and others.

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 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.

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