

Economics and Data Analysis Consultant**Post of Duty: 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 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

We are looking for a detail-oriented, Systematic, Smooth Economics and Data Analysis consultant. As consultant you will support the team on a diagnostic of youth violence in the Caribbean.

You will work in the Division of Education (SCL/EDU) part of the Social Sector Department. This team is responsible for supporting 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 objective of the consultancy is to conduct a deep dive analysis of youth-violence in the Caribbean via focus groups, interviews with students, teachers, principals, families, and communities, quantitative surveys, and administrative data to assess the main drivers of school violence in the participating countries.

What you'll do:

- conduct focus groups and interviews in participating countries with students, families, teachers, principals, and communities. - design a detailed questionnaire aimed at assessing the factors behind youth engagement in crime and violence, including socio-economic, familial, educational, and community-related drivers. - roll out the survey in the participating countries. - work closely with local stakeholders, including education authorities and community organizations, to ensure the diagnostic process is collaborative and inclusive. - data-analysis: integrate qualitative and quantitative data to perform a comprehensive analysis of the factors contributing to youth violence in the participating countries. - formulate recommendations based on the diagnostic findings to inform the design of targeted interventions aimed at preventing school violence.

Deliverables and Payments Timeline:

<u>Deliverables</u>	<u>Percentage</u>	<u>Date to Submit</u>
Workplan	10%	<u>November, 2024</u>
1st PPT presentation with the main findings of the youth violence survey by country	30%	<u>December, 2024</u>
Final PPT presentation with the main findings of the youth violence survey by country	60%	<u>February, 2024</u>

What you'll need

- **Education:** Master's Degree, PhD preferred (or equivalent advanced degree) in ["Economics", "Public policy", "Data Analysis"] or other fields relevant to the responsibilities of the role.
- **Experience:** At Least 10 years but less than 15 years in Quantitative Research, Qualitative Research, Data Analysis, Education, Violence Prevention
- **Languages:** Proficiency in English

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.

Type of contract and duration:

- **Type of contract:** Products and External Services Consultant (PEC), Lump Sum
- **Length of contract:** 40 days in a period of 4 months
- **Travel:** Yes

#	Origin	Destination	# of Days
1	Washington DC	Kingston Jamaica.	7
1	Washington DC	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.

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.

Follow us:

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

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

https://twitter.com/the_IDB

Education Consultant**Post of Duty: External**

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

About this position

We are looking for a cooperative, articulate, team-minded Education consultant. As consultant you will supporting the team in the documentation of interventions to reduce violence in the schools.

You will work in the Division of Education (SCL/EDU) part of the Social Sector Department. This team is responsible for supporting 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 objective of the consultancy is to will prepare a comprehensive documentation of existing interventions targeting at-risk youth that are already under implementation by the Ministries of Education and/or National Security across the Caribbean in participating countries.

What you'll do:

- Conduct a comprehensive desk review of existing documentation, reports, and evaluations related to the selected interventions. - Engage with key stakeholders, including program managers and educators. - Conduct interviews with program participants and implementers to collect qualitative data. - Identify and document best practices and successful strategies utilized in the interventions. - Analyze challenges faced during implementation and document lessons learned. - Compare the documented interventions with similar programs in other countries to highlight unique features and innovative approaches. - Prepare a comprehensive report detailing the selected interventions, including background, objectives, a roadmap of the implementation process, outcomes, and impact (if there are any quantitative studies available). - Include case studies, success stories, and testimonials from program participants and stakeholders in the report. - Provide actionable recommendations for other countries looking to replicate the interventions. - Develop summary briefs and infographics to facilitate easy understanding and dissemination of key findings.

Deliverables and Payments Timeline:

<u>Deliverables</u>	<u>Percentage</u>	<u>Planned Date to Submit</u>
Work Plan	10%	November, 2024
Draft with the list of selected interventions	20%	February, 2025
First version of the documentation	30%	March, 2025
Final version of the documentation	40%	April, 2025

What you'll need

- **Education:** Master's Degree, PhD preferred (or equivalent advanced degree) in ["Education", "Public policy", "Social Science"] or other fields relevant to the responsibilities of the role.
- **Experience:** At Least 10 years but less than 15 years in program evaluation, violence prevention,
- **Languages:** Proficiency in English

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.

Type of contract and duration:

- **Type of contract:** Products and External Services Consultant (PEC), Lump Sum
- **Length of contract:** 60 days in a period of 5 months
- **Travel:** Yes

<u>#</u>	<u>Origin</u>	<u>Destination</u>	<u># of Days</u>
1	Washington DC	Kingston/Jamaica	5

What we offer

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About IDB



HRD Terms of Reference

ANNEX A

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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TERMS OF REFERENCE

Violence prevention in schools, a multidimensional approach for the Caribbean: implementing a proof of concept in selected schools

Project Number: RG-T4461

1. Background and Justification

- 1.1. The Caribbean Community bears an outsized burden in global violence statistics, and being out of school is a powerful predictor of engaging in violence and crime. With less than 9 percent of the world's population, the region accounts for nearly one-third of the world's homicides.^[1] Countries such as Jamaica and Trinidad and Tobago rank among the highest in the world for violent crimes, with over twice as many homicides per 100 thousand inhabitants than the LAC average.^[2] Out-of-the-school children are more likely to engage in criminal behavior, and once they are in the criminal system, escaping that cycle becomes very difficult. In Trinidad and Tobago and the Bahamas, over 80 percent of youth in juvenile detention centers are repeat offenders, illustrating the deep entrenchment of this issue.^[3] In Guyana and Suriname, a striking three out of four youth in detention centers have not completed secondary education, underscoring the association between low educational attainment and increased delinquency.
- 1.2. Schools play a crucial role in safeguarding children by providing a structured environment where supervision and engagement reduce idle time and discourage involvement in risky behaviors. Schools are vital spaces where students acquire essential skills and opportunities that can steer them away from criminal activities and toward successful careers. In Guyana and Suriname, a striking three out of four youth in detention centers have not completed secondary education, underscoring the association between low educational attainment and increased delinquency.^[4] On the other hand, students who achieve CSEC certification are significantly more likely to qualify for tertiary education, secure employment, and earn higher wages, highlighting the profound long-term benefits of a robust educational foundation.^[5]
- 1.3. High incidence of violence in school, and early signs of risky behaviors may lead to criminal activity later in life. Examples of school violence include bullying and cyberbullying, fighting, weapon use, gang violence, and sexual violence. One in four secondary school children in Eastern Caribbean countries reported experiencing bullying at least once in school,^[6] a figure that escalates to 65 percent in Jamaica. Additionally, in

Barbados and Guyana, half of the boys aged 13-17 years old reported being involved in a physical fight in school, with over 40 percent of the cases resulting in serious injuries.^[7] Such perpetration of school violence is strongly associated with numerous mental health outcomes, academic performance indicators, and involvement in criminal or delinquent behaviors.^[8]

- 1.4. School-based interventions have proven to be a pivotal factor in mitigating conduct problems and reducing dropout. A comprehensive meta-analysis of over 100 studies revealed that social and emotional learning (SEL) programs significantly mitigate conduct disorders, reducing issues such as disruptive class behavior, noncompliance, aggression, bullying, school suspensions, and delinquent acts by 0.22 of a standard deviation.^[9] Additionally, another meta-analysis of nearly 50 studies showed that this type of intervention also significantly reduced depression, anxiety, and stress (0.24 of a standard deviation). Further illustrating the effectiveness of targeted support, in the Netherlands, an intensive coaching program that guided students aged 16-20 with their study activities, personal problems, and internships in firms, reduced dropouts by 40 percent, and was most effective, especially among students with the highest risk of dropping out.^[10]
- 1.5. School-based interventions present a promising avenue for reducing gender violence, a pressing issue within the Caribbean where cultural norms often condone gender-based violence. Over one-third of Caribbean adults approve or understand beating a wife for infidelity.^[11] Moreover, gender-based violence in educational settings remains rampant, with significant numbers of young girls falling victim to rape and sexual offenses; in Trinidad and Tobago alone, a quarter of girls have experienced sexual violence by the age of 18. The imperative for targeted interventions is clear given these circumstances. In this context, a notable example is a program implemented in India that facilitated discussions among adolescent girls and boys on gender equality to reduce their support for societal norms that restrict women's and girls' opportunities. The intervention yielded a measurable shift in attitudes more supportive of gender equality equivalent to an increase of 0.18 of a standard deviation.^[12]
- 1.6. Given the alarming levels of violence and crime in the Caribbean, both in schools and the broader community, there is an urgent need for a comprehensive program to address these issues. The high rates of bullying, physical fights, and gender-based violence in educational settings highlight the critical role that schools can play in protecting students. Despite various existing efforts, the persistent levels of school violence and delinquency necessitate a targeted, multidimensional approach. Therefore, implementing a program specifically designed to tackle the root causes of youth violence, enhance school safety, and support at-risk students is essential for fostering safer and more supportive educational environments across the Caribbean.

2. Objectives

- 2.1. The objective of this consultancy is to implement a proof of concept of a school-based violence prevention program in selected schools located in high-risk areas across the Caribbean. The firm will be responsible for executing the proof of concept of the program, monitoring general outcomes related to implementation, and documenting lessons learned. Additionally, the firm will provide recommendations for future implementation based on the findings from the program, ensuring the program's effectiveness and sustainability in creating safer and more supportive school environments.

3. Scope of Services

- Create and Execute a Detailed Implementation Plan: The firm will develop a clear implementation plan in collaboration with the Ministry of Education and other stakeholders, ensuring alignment with project objectives and timelines.
- Coordinate Program Execution: Work with school administrators, teachers, and local communities to ensure the program runs smoothly.
- Set Up a Monitoring and Evaluation Framework: Establish a system to track the progress and effectiveness of the program.
- Data Collection and Analysis: Collect and analyze data on key indicators at the school level, such as suspension rates, physical fights, bullying incidents, and sexual assaults.
- Conduct Focus Groups: Organize and facilitate focus groups with parents, students, teachers, principals, and community members to gather qualitative data on the causes and impacts of school violence.
- Progress Reporting: Prepare and submit regular progress reports detailing the implementation process, challenges, and interim results.
- Final Evaluation and Recommendations: Conduct a comprehensive final evaluation of the program and provide recommendations for future implementation.
- Stakeholder Communication: Maintain ongoing communication with all relevant stakeholders, organizing meetings, workshops, and forums to share progress and gather feedback.
- Capacity Building: Conduct training sessions for school staff and teachers to build their capacity to sustain the program and provide resources and support for long-term success.

4. Expected Outcome and Deliverables

- Conduct initial planning meetings with the Ministry of Education and other stakeholders to finalize the implementation plan.
- Establish communication channels and assign roles and responsibilities among the implementation team.

- Identify and select high-risk schools in collaboration with local authorities of participating countries.
- Conduct preliminary visits to selected schools to assess readiness and gather baseline data such as suspension rates, physical fights, bullying incidents, and sexual assaults.
- Conduct focus group discussions with parents, students, teachers, principals, and community members to gather qualitative insights.
- Implement the school-based violence prevention program according to the plan.
- Deliver training sessions for school staff and teachers to ensure they are equipped to support the program and build their capacity to sustain it.
- Engage students and the school community through awareness campaigns and participatory activities.
- Regularly monitor the program’s implementation and collect data on the identified key indicators.
- Develop and implement a monitoring and evaluation framework to track the program’s progress, for example, via dashboards in Power BI or Tableau. The dashboard should include indicators such as indicators the students benefitted from the program, the number of fights or bullying cases, and the number of personnel trained.
- Conduct follow-up surveys and focus group discussions to gather qualitative insights.
- Prepare and submit regular progress reports detailing the implementation process, challenges, and interim results.
- Document and share lessons learned and best practices during the implementation phase.
- Conduct a comprehensive evaluation of the program upon completion.
- Compile and analyze all collected data to assess the program’s effectiveness.
- Prepare a final report summarizing the findings, outcomes, lessons learned, and strategic recommendations for future implementation.
- Maintain ongoing communication with all relevant stakeholders throughout the project.
- Organize meetings, workshops, and forums to share progress, gather feedback, and engage stakeholders in the program’s activities.
- Provide resources and support to ensure the program’s long-term success beyond the proof of concept phase.

5. Project Schedule and Milestones

Milestone	Date	Comments
Initial Planning and Coordination	Month 1	Conduct planning meetings with stakeholders and finalize the implementation plan.
Conduct Focus Groups	Months 1-3	Organize and facilitate focus groups with parents, students, teachers, principals, and community members to gather qualitative insights.

School Selection and Preparation	Months 4-5	Identify and select high-risk schools, conduct preliminary visits, and gather baseline data.
Training and Engagement	Months 6-7	Deliver training sessions for school staff and engage the community through awareness campaigns.
Semi-Annual Progress Report 1	End of Month 6	Submit the first progress report detailing implementation and interim results.
Program Implementation Start	Month 8	Implement the program and monitor its progress.
Delivery of Dashboard	Month 9	Develop and deliver a dashboard to track the number of youths benefiting from the intervention, to be updated monthly.
Monitoring and Data Collection	Months 9-12	Continue regular monitoring and collect data on key indicators. Update the dashboard monthly to reflect the number of youths who benefited and key program outcomes.
Semi-Annual Progress Report 2	End of Month 12	Submit the second progress report detailing the implementation phase and interim results.
Continued Implementation and Adjustments	Months 13-17	Implement necessary adjustments based on preliminary findings. Continue updating the dashboard monthly.
Monitoring and Data Collection	Months 13-18	Continue regular monitoring and collect data on key indicators. Update the dashboard monthly to reflect the number of youths who benefited and key program outcomes.
Semi-Annual Progress Report 3	End of Month 18	Submit the third progress report detailing implementation and interim results.
Continued Implementation and Adjustments	Months 19-23	Continue program implementation in selected schools and make necessary adjustments based on ongoing monitoring. Continue updating the dashboard monthly.
Monitoring and Data Collection	Months 19-24	Continue regular monitoring and collect data on key indicators. Update the dashboard monthly to reflect the number of youths who benefited and key program outcomes.
Semi-Annual Progress Report 4	End of Month 24	Submit the fourth progress report detailing implementation and interim results.

Final Phase of Implementation	Months 25-29	Continue program implementation in selected schools and make necessary adjustments based on ongoing monitoring. Continue updating the dashboard monthly.
Monitoring and Data Collection	Months 25-30	Continue regular monitoring and collect data on key indicators. Update the dashboard monthly to reflect the number of youths who benefited and key program outcomes.
Semi-Annual Progress Report 5	End of Month 30	Submit the fifth progress report detailing implementation and interim results.
Final Evaluation	Months 31-35	Conduct a comprehensive final evaluation and compile data.
Final Reporting and Recommendations	End of Month 36	Submit the final report with findings, outcomes, lessons learned, and recommendations for future implementation.

6. Reporting Requirements

6.1. The consulting firm will be required to have an initial work plan, semi-annual progress reports, and a final report summarizing the program. All reports must be in English.

6.2. The consulting firm will also be required to give presentations to the Ministries of Education and the Bank as required.

Deliverable Description	Timeline
#1 Initial work plan	3 weeks after the signature of the contract
#2 Semi-Annual Progress Report 1	6 months after the signature of the contract
#3 Semi-Annual Progress Report 2	12 months after the signature of the contract
#4 Semi-Annual Progress Report 3	18 months after the signature of the contract
#5 Semi-Annual Progress Report 4	24 months after the signature of the contract
#6 Semi-Annual Progress Report 5	30 months after the signature of the contract

#7 Final Report	36 months after the signature of the contract
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7. Acceptance Criteria

All reports are subjected to IDB’s approval.

Each report should be submitted in a pdf and Word format following the format of a semi-annual progress report. The IDB will share the template.

8. Payment Schedule

	Deliverable Description	% payment
#1	Initial work plan	10%
#2	Semi-Annual Progress Report 1	15%
#3	Semi-Annual Progress Report 2	15%
#4	Semi-Annual Progress Report 3	15%
#5	Semi-Annual Progress Report 4	15%
#6	Semi-Annual Progress Report 5	15%
#7	Semi-Annual Progress Report 6	15%

9. Supervision

9.1. The consulting firm will report directly to the IDB. The schedule of written reports is listed in the Table in section 5.

9.2. The consulting firm will be expected to participate in any supervision mission organized by the Bank to participating countries.

^[1] CARIFORUM Drug Demand Reduction Project Programme Estimate.

^[2] United Nations Office on Drugs and Crime, 2019/2020.

- [\[3\]](#) Survey of Individuals Deprived of Liberty (IDB, 2020).
- [\[4\]](#) Survey of Individuals Deprived of Liberty (IDB, 2020).
- [\[5\]](#) Beuermann, Diether W., and C. Kirabo Jackson. "The short-and long-run effects of attending the schools that parents prefer." *Journal of Human Resources* 57.3 (2022): 725-746.
- [\[6\]](#) UNICEF, 2019.
- [\[7\]](#) Global School-based Health Survey (GSHS). Barbados, 2011, and Guyana, 2010.
- [\[8\]](#) Polanin, Joshua R., et al. "A meta-analysis of longitudinal partial correlations between school violence and mental health, school performance, and criminal or delinquent acts." *Psychological bulletin* 147.2 (2021): 115.
- [\[9\]](#) Durlak, Joseph A., and Roger P. Weissberg. "Promoting social and emotional development is an essential part of students' education." *Human Development* 54.1 (2011): 1-3.
- [\[10\]](#) van der Steeg, Marc, Roel van Elk, and Dinand Webbink. "Does intensive coaching reduce school dropout? Evidence from a randomized experiment." *Economics of Education Review* 48 (2015): 184-197.
- [\[11\]](#) Caribbean Crime and Victimization Survey, 2017.
- [\[12\]](#) Dhar, Diva, Tarun Jain, and Seema Jayachandran. "Reshaping adolescents' gender attitudes: Evidence from a school-based experiment in India." *American economic review* 112.3 (2022): 899-927.