

## TC Document

### I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	Violence prevention in schools, a multidimensional approach for the Caribbean
▪ TC Number:	RG-T4461
▪ Team Leader/Members:	Prada Patino, Maria Fernanda (SCL/EDU) Team Leader; Hobbs, Cynthia Marie (SCL/EDU) Alternate Team Leader; Rieble-Aubourg, Sabine (SCL/EDU) Alternate Team Leader; Mendoza Benavente, Horacio (LEG/SGO); Lopez Gelb Loren Viviana (SCL/EDU); Gabriela Gambi (SCL/EDU); Wilks, Jason Malcolm (IFD/ICS); Blasco, Ivana (SCL/EDU); Amorim Vivian De Fatima (SCL/EDU), Loren Viviana (SCL/EDU); Gambi, Gabriela (SCL/EDU); Wilks, Jason Malcolm (IFD/ICS); Linares, Eddy Adolfo (SCL/EDU); Blasco, Ivana (SCL/EDU); Amorim, Vivian De Fatima (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	March 27, 2024 .
▪ Beneficiary:	Ministry of Education, Science and Culture in Suriname Ministry of Education and Youth in Jamaica Ministry of Education, Trinidad and Tobago Ministry of Education in Guyana
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E)
▪ IDB Funding Requested:	US\$400,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	48 months
▪ Required start date:	October 15, 2024
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	n
▪ TC included in CPD (y/n):	n
▪ Alignment to the Update to the Institutional Strategy 2024-2030:	Institutional capacity and rule of law; Social inclusion and equality

## II. Objective and Justification

- 2.1** The objective of this Technical Cooperation is to design a School-Based Violence Prevention Program that caters to the needs of the Caribbean with a focus on students with high dropout risk and to implement this program in selected schools. Addressing the surge of violence in the region is critical, as the Caribbean Community bears an outsized burden in global violence statistics. With less than 9 percent of the world's population, the region accounts for nearly one-third of the world's homicides.<sup>1</sup> 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.<sup>2</sup>
- 2.2** **Being out of school is a powerful predictor of engaging in violence and crime.** Out-of-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.<sup>2</sup> On average, one-third of the recidivists argue that not being able to find a job was the biggest challenge faced on the previous release to avoid current detention.
- 2.3** **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.<sup>3</sup> 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.<sup>4</sup>
- 2.4** **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,<sup>5</sup> 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.<sup>6</sup> Such perpetration of school violence is strongly associated with numerous mental health outcomes, academic performance indicators, and involvement in criminal or delinquent behaviors.<sup>7</sup>

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1. CARIFORUM Drug Demand Reduction Project Programme Estimate.

2. Survey of Individuals Deprived of Liberty (IDB, 2020).

3. Survey of Individuals Deprived of Liberty (IDB, 2020).

4. 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.

5. UNICEF, 2019.

6. Global School-based Health Survey (GSHS). Barbados, 2011, and Guyana, 2010.

7. 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.

- 2.5 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.<sup>8</sup> 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.<sup>9</sup>
- 2.6 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.<sup>10</sup> 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.<sup>11</sup>
- 2.7 Caribbean countries such as Jamaica already have well-established interventions upon which it is possible to build, allowing to leverage effective existing frameworks rather than starting anew.** The Ministry of Education and Youth and the Ministry of National Security in Jamaica have extensive experience in implementing strategies to reduce violence and criminality. A notable initiative, the Citizen Security and Justice Program (CSJP) has been under implementation for over 20 years. More recently, the Inter-Ministerial School Strategy implemented positive behavioral interventions in 34 schools in zones of special operation (high levels of crime). However, despite these efforts, Jamaica continues to struggle with one of the highest crime rates in the world. This dichotomy highlights the need for a thorough analysis of these programs to understand why they have not achieved long-term success.

### III. Strategic Framework

- 3.1 This TC is aligned with the Sector Framework Document (SFD) of Skills (GN3012-2).** The TC will contribute to tackling the SFD “challenge 2: ensure that children

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<sup>8</sup> 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.

<sup>9</sup> 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.

<sup>10</sup> Caribbean Crime and Victimization Survey, 2017.

<sup>11</sup> 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.

and preadolescents develop the skills that will allow them to keep learning”. By providing a program to prevent violence in schools focusing on students with a high risk of dropout, schools will provide a supportive environment for children to learn. The TC also aligns with the Line of Action 5: actively promote the generation and use of evidence-based decision-making in skills development as it will be based on the wealth of rigorous evidence available. The TC is also aligned with the Framework to Support Populations in Situations of Fragility, Conflict, and Criminal Violence launched by the IDB to address criminal violence in Latin America and the Caribbean (CII/GN-541-1).

**3.2 The TC directly addresses key regional challenges addressed in the IDB Group Institutional Strategy, including Social Inclusion and Equality, and Institutional Capacity, and the Rule of Law, through targeted interventions (AG-7/24).** It addresses social inclusion by focusing on Caribbean students at high risk of dropout, particularly boys and those from lower socioeconomic backgrounds. It also addresses institutional capacity and the rule of law by implementing a school-based violence prevention program to protect students’ right to safety and learning in a secure environment. This alignment ensures that the project addresses educational issues and contributes to societal well-being. Finally, the TC is also aligned with the One Safe Caribbean initiative by enhancing citizen security and promoting social development through regional cooperation (GN-3201-4). By addressing school violence and targeting high-risk youth, we contribute to creating safer educational environments, directly supporting One Caribbean’s goal of improving living conditions through coordinated, impactful interventions.

**3.3 The TC is aligned with the country’s strategy areas in Guyana, Jamaica, Trinidad and Tobago and Suriname.** In Guyana, it aligns with the strategic areas of human capital development and strengthening institutional capacity (GN-3187). In Jamaica, it aligns with the area of human capital protection and development (GN-3138). In Trinidad and Tobago (GN-3071) by improving educational outcomes and digital skills of students due to safer school environments. In Suriname, it aligns with the areas of improving basic services and social protection (by focusing on violence prevention to ensure a safer school environment) and strengthening human capital (by focusing on youth with a high risk of dropping out of school) (GN-3065). Additionally, this project supports priority area 5, inclusive social development, of the OC SDP Window 2 (W2E) (GN-2819-14) by targeting high-risk youth in a school-based intervention tailored to the needs of the Caribbean. This aims to provide a safer and more supportive educational environment, reduce violence, and increase retention rates, ultimately enhancing the long-term educational and social outcomes for at-risk students.

#### **IV. Description of activities/components and budget**

**4.1 Component 1, Diagnostic and Collaborative Approach to School Safety in the Caribbean.** TC resources will be used for:

- **General Diagnostic of Youth Violence in the Caribbean.** An individual consultant will conduct a diagnostic of youth violence based on administrative surveys, school records, and other public datasets such as the Caribbean School Youth Survey to assess the main drivers of school violence in the participating countries. This comprehensive diagnostic is crucial as it will identify the characteristics of students

at high risk of dropping out or engaging in violent behavior, providing essential inputs for designing interventions that meet the specific needs of Caribbean students. Understanding these dynamics will enable us to develop targeted and effective strategies to prevent violence and support at-risk students. The expected output — key descriptive statistics of youth violence in the region— will serve as a critical resource for the design of a school-based intervention targeted to the youth in the Caribbean.

- **Documentation of interventions aimed to prevent youth violence that have the potential to be replicated by other countries.** An individual consultant will prepare comprehensive documentation with a comparative analysis of existing interventions already under implementation by the Ministries of Education and/or National Security across the Caribbean in participating countries. Jamaica, for example, has been recognized for its extensive efforts in violence prevention through programs such as the Citizen Security and Justice Program (CSJP)<sup>12</sup>, the Inter-Ministerial School Strategy<sup>13</sup>, and violence prevention screening tools targeted at youth (18 years old or older), adolescents (13 to 17 years old), and, more recently, younger pupils (7-12 years old). However, there has been a notable lack of comprehensive documentation of these, and other initiatives targeted to schools that can help them to implement interventions at the school level or coordinate with other interventions out of the school. By presenting a comparative analysis of available programs and concentrating on school-based activities, we will bridge the knowledge gap, share knowledge, and provide a robust foundation for other countries aiming to implement similar interventions. This consultancy will identify the target group, monitored outcomes, any evidence of impact, best practices and determine areas for improvement significantly enhancing the knowledge base of available programs to reduce violence in schools, and helping other Caribbean countries replicate successful strategies while addressing any identified gaps. The expected output — a document with violence prevention interventions— will serve as a critical resource for policymakers and educators.
- **Regional Event: Host a Regional Event to share experiences and raise actionable recommendations.** This Technical Cooperation will leverage rigorous evidence, innovative strategies, and regional collaboration to create safer and more supportive school environments. By organizing a regional event, we aim to bring together a diverse group of stakeholders, including educators, policymakers, community leaders, and experts in violence prevention from across the Caribbean such as the Kings Trust International and Keep Children Safe. This regional event will serve as a platform for sharing experiences, building on collective knowledge, and learning from past mistakes. Participants will have the opportunity to engage in in-depth discussions, workshops, and collaborative sessions designed to foster innovation and creativity in addressing school violence. By harnessing the collective wisdom and expertise of the region, we can design an intervention that is not only effective but also culturally and contextually relevant. In addition to that, the event will underscore the importance of engaging policymakers to ensure interventions receive high-level support, resources, and policy backing for effective

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<sup>12</sup> CSJP focuses on crime and violence prevention by engaging community members through educational support, vocational training, conflict resolution, and infrastructure enhancements. The Ministry of National Security has several resources on CSJP available in the following link <https://www.mns.gov.jm/csjp-publications>

<sup>13</sup> The Inter-Ministerial School Strategy is a School-wide Positive Behavioral Intervention focused on 34 schools in zones of Special Operations (6 areas of high violence and crime levels)

implementation and sustainability. By joining this initiative and participating in the regional event, countries will be part of a pioneering movement that addresses violence at its roots, promotes social inclusion, and ensures that every child has the opportunity to learn in a safe and nurturing environment. The output of this event will be a report containing examples of the successful interventions shared, and common problems identified in the region. The event will create a community of practice among participants dealing with these issues that will work together to advance efforts in reducing school violence across the region.

#### 4.2 Component 2, School-Based Intervention Design, TC resources will be used to:

- **Design a Tailored Program and implementation roadmap.** A consulting firm will develop a customized program for participating countries, accompanied by a comprehensive roadmap for implementation that ensures sustainability. Leveraging the wealth of existing frameworks and initiatives in participating countries, the selected firm will design an innovative school-based program grounded in the evidence and diagnostics we have gathered. To further enhance the diagnosis, the same firm will conduct interviews with focus groups and with students, teachers, principals, families, and communities. The program will be meticulously tailored to tackle the unique needs and challenges of the participating Caribbean countries and consider the interventions they have already implemented. By building on what has already been implemented, we aim to synthesize the best practices and lessons learned into a cohesive and highly effective intervention. This activity will significantly enhance the region's capacity to design and execute school-based interventions that reduce violence and improve student outcomes. Our goal is not to create another program but to develop an initiative with the potential to be scaled and transformed into public policy. This ensures that our efforts have a lasting impact and contribute to systemic change. *Output:* the selected consulting firm will prepare a comprehensive report detailing a school-based intervention to address violence in Caribbean schools, including screening tools, detailed implementation guidance, and strategic recommendations for transforming the intervention into nationwide public policy to reduce crime. This report will serve as a vital resource for policymakers, educators, and community leaders, providing a clear roadmap for achieving safer, more supportive school environments and fostering long-term educational and societal benefits.
  
- **Implementing a proof of concept in selected schools.** The same firm that designed the tailored program will implement a proof of concept in selected schools within participating countries. These schools will be determined by the governments, with a focus on areas of higher risk (gang activity, substance abuse, or homicide rates). We will then develop a comprehensive understanding of the lessons learned and monitor critical outcomes such as suspension rates, physical fights, bullying cases, and sexual assaults. By systematically evaluating these outcomes, we aim to refine the program and ensure its effectiveness and sustainability. The team will also procure resources from other sources within the Bank and through partnerships for scaling up to expand the number of schools reached by the intervention. *Outputs:* the selected consulting firm will prepare a detailed report documenting the implementation process, key lessons learned, and outcome indicators of impact. Additionally, an online event will be organized to

disseminate the results and discuss future steps with stakeholders, ensuring broad engagement and paving the way for a successful adoption in the region.

## V. Indicative Budget, in USD

Activity/Component	Description	IDB/Fund Funding - W2E
Component 1	Diagnostic of participating countries. Data collection and analysis.	20,000
	Documentation of available evidence (desk review of existing documents and summarize main documents)	35,000
	Regional Event.	100,000
Component 2	Design of a tailored intervention, a roadmap for implementation, conduct focus groups, and proof of concept.	245,000
<b>TOTAL</b>		<b>400,000</b>

## VI. Executing agency and execution structure

- 6.1 Execution and Disbursement Period.** This TC will be executed by the Inter-American Development Bank (IDB) through the Education Division of the IDB's Social Sector (SCL/EDU) over a period of 48 months and disbursed over a period of 48 months after the date of approval. The beneficiaries requested that IDB execute the TC due to its extensive experience in executing regional educational initiatives targeting school-age children at risk. This is consistent with Annex II of OP-619-4, which identifies the need for strong institutional, operational, and technical capacity for the execution of the proposed activities in the technical cooperation. The IDB's execution is justified by its track record in successfully implementing educational programs that address violence and dropout rates among high-risk youth. The Bank's comprehensive approach and expertise in the Caribbean context ensure that the project will be managed effectively and achieve its intended outcomes.
- 6.2 Procurement.** All procurement to be executed under this Technical Cooperation have been included in the Procurement Plan (Annex IV) and will be hired in compliance with the applicable Bank policies and regulations as follows: (a) Hiring of individual consultants, as established in the regulation on Complementary Workforce (AM-650) and (b) Contracting of services provided by consulting firms in accordance with the Corporate procurement Policy (GN-2303-33) and its Guidelines.
- 6.3 Intellectual Property.** The knowledge products generated within this Technical Cooperation (TC) will be the property of the Bank and may be made available to the public under a creative commons license. However, at the request of a beneficiary, in accordance with the provisions of AM-331, the intellectual property of said products may also be licensed to one or more beneficiaries through specific contractual commitments that shall be prepared with the advice of the Legal Department.

## VII. Major issues.

The following risks and corresponding mitigation measures have been identified:

Identified Risk	Type of Impact	Mitigation Strategy
Time constraints of the Ministries of Education's staff and delayed response	High	The Team will work closely with the counterpart to assist them and ease the burden on the Ministry's staff by streamlining communication processes, and setting clear, achievable deadlines. Regular check-ins and support meetings will be scheduled to ensure timely progress and address any emerging issues promptly.
Outdated or insufficient data	High	Leverage mobile technology and online survey tools such as Google Forms to collect updated data. Collaborate with local educational institutions and NGOs to gather more recent and comprehensive data.
Limited community support	Medium	Conduct awareness campaigns and community meetings to explain the benefits of the program. Involve community leaders and parents to build trust and support.
Cultural resistance to program components	Medium	Customize program components to respect and incorporate local cultural norms. Engage local cultural experts and community leaders to endorse and adapt the program.

## VIII. Exceptions to Bank policy

8.1 There are no exceptions to Bank policies.

## IX. Environmental and Social Aspects

9.1 This TC is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

### Required Annexes:

[Request from the Client\\_47545.pdf](#)

[Results Matrix\\_37450.pdf](#)

[Terms of Reference\\_28652.pdf](#)

[Procurement Plan\\_56177.pdf](#)