

**TERMS OF REFERENCE***Evaluation of a Behavioral Change Pilot*

Regional  
RG-T3886

*Technical Cooperation Number]*

*[Web link to approved document]*

*Skill Development of the Indigenous Girl*

**1. Background and Justification**

- 1.1. Among all student groups, rural indigenous girls have Latin America's lowest enrollment and attendance rates at both the primary and secondary levels of education. Indigenous girls are at a higher risk of dropout of primary education compared with boys, as they need to care for siblings, or assist with household chores (World Bank, 2015; López, 2018). Indigenous girls are also less likely to speak Spanish, compared with indigenous boys and non-indigenous peers.
- 1.2. Teen pregnancies and child unions/marriages are two of the primary factors that limit skill development of indigenous girls. The United Nations warns that COVID-19 related school closures and economic distress will produce a surge in teen pregnancies and child unions in Latin America and the Caribbean (LAC). The pandemic-related crisis is expected to raise the risk of child marriage for at least a decade, threatening also girls who are still very young (UNICEF, 2021). In LAC, pre-pandemic on average 25% of the region's girls, many of whom are indigenous, entered informal unions before 18 years of age. LAC is the only region in the world where child unions/marriages have not decreased in the past quarter of a century (UNICEF, 2019). Although exact numbers of pandemic-related child unions/marriages are not yet known, the COVID-19 crisis likely places LAC's achievement of the Sustainable Development Goal of ending child union/marriage by 2030 further out of reach. In the case of teen pregnancies, experts warn that the unmet demand for reproductive health services for teens, which was already high pre-pandemic, will deteriorate. When scarce healthcare resources are diverted to respond to the COVID-19 pandemic, adolescent pregnancies will likely increase in Latin America, particularly among indigenous girls (ECLAC/UNFPA 2020).
- 1.3. Child union/marriage and teen pregnancies fundamentally change the course of a girl's life, impacting her level of education, health and mental wellbeing, as well as the health of her children (Nour, 2009), suggesting that the full impact of a COVID-19 related increase in the numbers of LAC child unions/marriages will play out over generations. Yet, the expected increase of LAC child unions/marriages and teen pregnancies is not a foregone conclusion. If forceful action is taken through legal protections, policy frameworks, reopening of schools, and at scale social programs, the projected increases in child unions/marriages could potentially be cut in half

(UNICEF, 2021). Indigenous girls who do not return to school will be at a particular risk of pregnancies and entering unions/marriages (UNICEF, 2021), making it fundamentally important to promote their re-entry into school. This social and cultural complexity of the problem suggests that measures are needed to foster social and behavioral change.

- 1.4. Against this background, the selected consulting firm will conduct an impact evaluation of the effectiveness of the toolkit on attitudes and behaviors related to the schooling, early pregnancies, marriage or union of indigenous girls

## 2. **Objectives**

- 2.1. The aim of this consultancy is to conduct a randomized control trial of a pilot that seeks to impact the attitude towards schooling of indigenous girls in Peru.

## 3. **Scope of Services**

- 3.1. The selected firm will develop an evaluation design, randomizing geographic communities where the technology-based toolkit is disseminated.

## 4. **Key Activities**

The consulting firm will carry out the following activities:

- 4.1. **Work Plan.** Create a work plan for the consultancy. The plan must include detailed RCT design and implementation plans.
- 4.2. **IRB.** The approval of a certified institutional Review Board (IRB) for Human subject research
- 4.3. **Data collection.** The firm will collect data through online questionnaires, including data on attitudes; and perceptions about girls' schooling, early marriage, as well as rich data on families and schools to allow for a heterogeneity analysis. The data collection and management will be conducted following the [IDB Data Privacy Policy](#).
- 4.4. The survey will include a battery of instruments to be applied among indigenous youth. Due to the context of COVID-19 all Instruments will be applied remotely: online surveys, telephone surveys and / or surveys by WhatsApp (or similar software). The instruments will include measurements of perceptions towards education, remote schooling, gender stereotypes, self-esteem, personality, parental support, early unions, life plans, information on aspects that may be worsening due to the pandemic such as "cyberbullying" or teenage pregnancy (this is also collected in the instruments of the teacher and parents). Finally, the instruments will collect information on the characteristics of the participants (age, ethnicity)

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

- 5.1. Deliverable 1: Work plan
- 5.2. Deliverable 2: IRB for data collection

**5.3.** Deliverable 3: Survey instruments validated in the beneficiary country

**5.4.** Deliverable 4: Data collection database

**5.5.** Deliverable 5: Final report with a data analysis

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

Month	1	2	3	4	5	6
Product 1						
Product 2						
Product 3						
Product 4						
Product 5						

## **7. Reporting Requirements**

**7.1.** Reports must be submitted in electronic files. The databases should be submitted in Excel or STATA and must include code books. The firm will be required to provide biweekly email updates on the progress of the work. All materials produced during and for this consultancy will:

- (i) Be delivered in hard and electronic copies (Zip files won't be accepted as final reports);
- (ii) Be owned by the IDB (copyright), including the right to produce, distribute, disseminate, and Publish. Reports must be submitted in electronic files.

## **8. Acceptance Criteria**

**8.1.** *The firm will be required to send progress reports every 30 days with progress or products and plans for the remainder of the project.*

## **9. Other Requirements**

**9.1.** The selected firm should have at least 7 years of experience in collecting data and conducting RCT.

**9.2.** Experience working in Latin America, specifically Peru, on education data will be an advantage.

## **10. Supervision and Reporting**

**10.1.** *The consultancy firm will report to Emma Naslund-Hadley (emman@iadb.org),*

## **11. Schedule of Payments**

Payment Schedule	
<i><b>Deliverable</b></i>	<b>%</b>
1. Deliverable 1	10%
2. Deliverable 2	20%
3. Deliverable 3	20%
4. Deliverable 4	20%
5. Deliverable 5	30%
<b>TOTAL</b>	100%

**TERMS OF REFERENCE***Promotion of Skill Development of Indigenous Girls*

Regional  
RG-T3886

*Technical Cooperation Number]*

*[Web link to approved document]*

*Skill Development of the Indigenous Girl*

**1. Background and Justification**

- 1.1. Among all student groups, rural indigenous girls have Latin America's lowest enrollment and attendance rates at both the primary and secondary levels of education. Indigenous girls are at a higher risk of dropout of primary education compared with boys, as they need to care for siblings, or assist with household chores (World Bank, 2015; López, 2018). Indigenous girls are also less likely to speak Spanish, compared with indigenous boys and non-indigenous peers.
- 1.2. Teen pregnancies and child unions/marriages are two of the primary factors that limit skill development of indigenous girls. The United Nations warns that COVID-19 related school closures and economic distress will produce a surge in teen pregnancies and child unions in Latin America and the Caribbean (LAC). The pandemic-related crisis is expected to raise the risk of child marriage for at least a decade, threatening also girls who are still very young (UNICEF, 2021). In LAC, pre-pandemic on average 25% of the region's girls, many of whom are indigenous, entered informal unions before 18 years of age. LAC is the only region in the world where child unions/marriages have not decreased in the past quarter of a century (UNICEF, 2019). Although exact numbers of pandemic-related child unions/marriages are not yet known, the COVID-19 crisis likely places LAC's achievement of the Sustainable Development Goal of ending child union/marriage by 2030 further out of reach. In the case of teen pregnancies, experts warn that the unmet demand for reproductive health services for teens, which was already high pre-pandemic, will deteriorate. When scarce healthcare resources are diverted to respond to the COVID-19 pandemic, adolescent pregnancies will likely increase in Latin America, particularly among indigenous girls (ECLAC/UNFPA 2020).
- 1.3. Child union/marriage and teen pregnancies fundamentally change the course of a girl's life, impacting her level of education, health and mental wellbeing, as well as the health of her children (Nour, 2009), suggesting that the full impact of a COVID-19 related increase in the numbers of LAC child unions/marriages will play out over generations. Yet, the expected increase of LAC child unions/marriages and teen pregnancies is not a foregone conclusion. If forceful action is taken through legal protections, policy frameworks, reopening of schools, and at scale social programs, the projected increases in child unions/marriages could potentially be cut in half

(UNICEF, 2021). Indigenous girls who do not return to school will be at a particular risk of pregnancies and entering unions/marriages (UNICEF, 2021), making it fundamentally important to promote their re-entry into school. This social and cultural complexity of the problem suggests that measures are needed to foster social and behavioral change.

- 1.4. Against this background, the IDB is looking to contract a consultancy firm to develop a behavioral change toolkit to promote schooling and skill development of indigenous girls.

## 2. Objectives

- 2.1. The consultancy will develop a behavioral change toolkit targeted at youth to combat early childbearing and unions and promote schooling of the indigenous girl. The toolkit will be produced in one widely spoken indigenous languages such as Aymara or a Quechua dialect. The toolkit will combine story-telling techniques and technology to educate school communities, journalists and broadcasters about child marriage and the importance of girls' schooling; create an understanding about factors that contribute to child marriage; and trigger change.

## 3. Scope of Services

- 3.1. Develop a sensitization behavioral change content for school communities (i.e. parents, students, directors and teachers), journalists, and broadcasters to sensitize them to the importance of education of indigenous girls.
- 3.2. Produce a technology-based toolkit to guide the behavioral change of young indigenous girls on the pressing issues of skill development and education.
- 3.3. Implement a pilot program of the behavioral change toolkit among 16- to 24-year-old adolescents in Peru (The beneficiary population for the pilot will be identified through Component II)

## 4. Key Activities

The consulting firm will carry out the following activities:

- 4.1. **Work plan.** Create a work plan of the consultancy that includes specific details on toolkit design and pilot program design.
- 4.2. **Develop a sensitization behavioral change content.** The content developed will target school communities (i.e. parents, students, directors and teachers), journalists, and broadcasters to sensitize them to the importance of education of indigenous girls
- 4.3. **Design and produce a technology-based toolkit.** The toolkit shall be developed in one widely spoken indigenous languages such as Aymara or a Quechua dialect. The toolkit shall uses chatbots, storytelling and positive psychology frameworks to guide the behavioral change of young indigenous girls on the pressing issues of skill development and education. Specifically, chat

stories with one-on-one conversations between bots and adolescents will be used to sensitize girls on the importance of continuing their schooling

- 4.4. Design and implement a piloting of the behavioral change toolkit.** The program will be implemented among 16- to 24-year-old adolescents in Peru (The beneficiary population for the pilot will be identified through Component II). The pilot will be benefitting an estimated 1,000 beneficiaries and be implemented over a 6-month period, including 6 45-minute chat-bot conversations per beneficiary.

## 5. Expected Outcome and Deliverables

- 5.1. Product 1: Workplan
- 5.2. Product 2: Draft of sensitization behavioral change content
- 5.3. Product 3: Final sensitization behavioral change content
- 5.4. Product 4: Design of toolkit to guide the behavioral change of young indigenous girls on the pressing issues of skill development and education
- 5.5. Product 5: Final version of the toolkit mentioned in product 4
- 5.6. Product 6: Design and implementation plan for pilot program mentioned in 4.3
- 5.7. Product 7: Final report on pilot implementation

## 6. Project Schedule and Milestones

Month	1	2	3	4	5	6	7	8	9
Product 1									
Product 2									
Product 3									
Product 4									
Product 5									
Product 6									
Product 7									

## 7. Reporting Requirements

- 7.1. The firm will be required to send progress reports every 30 days with progress or products and plans for the remainder of the project.

## 8. Acceptance Criteria

- 8.1. Responsible person: Emma Näslund-Hadley, IDB Lead Education Specialist, SCL/EDU

## 9. Other Requirements

- 9.1. The selected firm should have one team member with experience working with one widely spoken indigenous languages such as Aymara or a Quechua Dialect.
- 9.2. The firm should have previous experience in developing a behavioral change toolkit targeting youth.

## 10. Supervision and Reporting

- 10.1. Responsible person: Emma Näslund-Hadley, IDB Lead Education Specialist, SCL/EDU
- 10.2. The firm will be required to send progress reports every 30 days with progress or products and plans for the remainder of the project.

## 11. Schedule of Payments

Payment Schedule	
<i>Deliverable</i>	%
6. Deliverable 1	10%
7. Deliverable 2	10%
8. Deliverable 3	20%
9. Deliverable 4	10%
10. Deliverable 5	20%
11. Deliverable 6	15%
12. Deliverable	15%
<b>TOTAL</b>	100%



HRD Terms of Reference, New Template 2018  
For PEC consultancies

**Job Title:**

SCL/EDU Analysis of Schooling of Indigenous Girls in the Era of the COVID-19 Pandemic Consultant

**Background of this search:**

SCL/EDU is looking for a professional with **data analysis** background.

**The team's mission:**

The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

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

We support Latin American and Caribbean countries to ensure that:

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

Among all student groups, rural indigenous girls have Latin America's lowest enrollment and attendance rates at both the primary and secondary levels of education. Indigenous girls are at a higher risk of dropout of primary education compared with boys, as they need to care for siblings, or assist with household chores (World Bank, 2015; López, 2018). Indigenous girls are also less likely to speak Spanish, compared with indigenous boys and non-indigenous peers.

Teen pregnancies and child unions/marriages are two of the primary factors that limit skill development of indigenous girls. The United Nations warns that COVID-19 related school closures and economic distress will produce a surge in teen pregnancies and child unions in Latin America and the Caribbean (LAC). The pandemic-related crisis is expected to raise the risk of child marriage for at least a decade, threatening also girls who are still very young ([UNICEF, 2021](#)). In LAC, pre-pandemic on average 25% of the region's girls, many of whom are indigenous, entered informal unions before 18 years of age. LAC is the only region in the world where child unions/marriages have not decreased in the past quarter of a century ([UNICEF, 2019](#)). Although exact numbers of pandemic-related child unions/marriages are not yet known, the COVID-19 crisis likely places LAC's achievement of the Sustainable Development Goal of ending child union/marriage by 2030 further out of reach. In the case of teen pregnancies, experts warn that the unmet demand for reproductive health services for teens, which was already high pre-pandemic, will deteriorate. When scarce healthcare resources are diverted to respond to the COVID-19 pandemic, adolescent pregnancies will likely increase in Latin America, particularly among indigenous girls ([ECLAC/UNFPA 2020](#)).

Child union/marriage and teen pregnancies fundamentally change the course of a girl's life, impacting her level of education, health and mental wellbeing, as well as the health of her children ([Nour, 2009](#)), suggesting that the full impact of a COVID-19 related increase in the numbers of LAC child unions/marriages will play out over generations. Yet, the expected increase of LAC child unions/marriages and teen pregnancies is not a foregone conclusion. If forceful action is taken through legal protections, policy frameworks, reopening of schools, and at scale social programs, the projected increases in child unions/marriages could potentially be cut in half ([UNICEF, 2021](#)). Indigenous girls who do not return to

school will be at a particular risk of pregnancies and entering unions/marriages ([UNICEF, 2021](#)), making it fundamentally important to promote their re-entry into school. This social and cultural complexity of the problem suggests that measures are needed to foster social and behavioral change.

The objective of the TC is to promote the return to school and schooling of indigenous girls and adolescents. The consultancy is specifically looking for an individual consultant to conduct a study of the schooling of indigenous girls in the era of the COVID-19 pandemic.

### **What you'll do:**

The consultant shall collaborate with the IDB team in the following activities for the “Skills Development of the Indigenous Girl” (RG-T3886).

More specifically, the selected candidate will analyze publicly available data on births, unions, and school attendance to understand the impact of the pandemic on schooling outcomes of indigenous girls. The study will particularly seek to answer how the pandemic has impacted academic performance, absenteeism, and dropout among indigenous girls. One key emphasis of the study will be to test the hypothesis that teen pregnancy and unions are a mechanism mediating the effects of the pandemic on school outcomes of indigenous girls.

- Gather and create an inventory of all data sources (administrative and survey) available in each country where births, unions, and/or school outcomes exist. The selected candidate will give priority to collecting data at the person level, but will also join data sources at other units of analysis, such as schools, hospitals, counties, etc. The inventory will form analytical databases for each country.
- Conduct a study on patterns of associations between pregnancy, unions and school performance of indigenous girls. To the extent possible, such descriptions will compare the pre- and post-pandemic periods and/or will employ quasi-experimental methods towards improving causal attribution in the referenced associations.

### **Deliverables and Payments timeline:**

- Deliverable 1. Workplan
- Deliverable 2. Inventory of data sources
- Deliverable 3: Final report on the study

Work to be performed	Expected Deliverable	% Total of Contract
Upon signing of contract and approval of workplan	Signed contract and approved workplan	20%
Upon presentation of lit review and data analysis	Statistical analysis document	40%
Upon completion of draft paper on patterns of associations between pregnancy, unions, and school performance of indigenous girls.	Draft Paper	40%

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

#### **Citizenship:**

- You are a citizen of one of our 48-member countries.

**Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

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

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

**Languages:** English and Spanish

**Core and Technical Competencies:**

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

**Opportunity Summary:**

- Type of contract and modality: Products and External Services Consultant (PEC), Lump Sums
- Length of contract: 78 consultancy days over a period of 12 months
- Starting date: February 2022
- Location: Place of residence of consultant
- Responsible person: Emma Näslund-Hadley, IDB Lead Education Specialist, SCL/EDU  
emman@iadb.org
- Requirements: You must be a citizen of one of the [IDB's 48 member countries](#) and have no family members currently working at the IDB Group.

**Our culture:** Our people are committed and passionate about improving lives in Latin-America and the Caribbean, and they get to do what they love in a diverse, collaborative and stimulating work environment. We are the first Latin American and Caribbean development institution to be awarded the EDGE certification, recognizing our strong commitment to gender equality. As an employee you can be part of internal resource groups that connect our diverse community around common interests.

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

**About us:** At the IDB, we're committed to improving lives. Since 1959, we've been a leading source of long-term financing for economic, social, and institutional development in Latin America and the Caribbean. We do more than lending though. We partner with our 48-member countries to provide Latin America and the Caribbean with cutting-edge research about relevant development issues, policy advice to inform their decisions, and technical assistance to improve on the planning and execution of projects. For this, we need people who not only have the right skills, but also are passionate about improving lives.

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

## HRD Terms of Reference, New Template 2018 For PEC consultancies

**Job Title:** Graphic Designer Consultant

**Background of this search:**

The Education Division of the IDB (SCL/EDU) is looking for a graphic designer.

**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.

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We support Latin American and Caribbean countries to ensure that:

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**What you'll do:**

The consultant will

- Work closely with the IDB team to deliver strategic design works including designing of graphic identity for project, IDB publication, social media pieces and presentations.

**Deliverables and Payments timeline:**

- Deliverable 1. Design of graphic identity for project
- Deliverable 2. IDB publication design
- Deliverable 3: Social media pieces
- Deliverable 4: 2 power point presentations

Expected Deliverable	% Total of Contract
Deliverable 1	25%
Deliverable 2	25%
Deliverable 3	25%
Deliverable 4	25%

**What you'll need: DD**

**Citizenship:**

- You are a citizen of one of our 48-member countries.

**Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

**Education:** Bachelor's degree in graphic arts, communication, or other related fields

**Experience:** 4-5 years of professional experience in graphic design. Experience in Photoshop, Illustrator, PowerPoint, Adobe Pro, Flash is required. -Functional expertise shall be an advantage, specifically in Web animation and graphics and hands-on knowledge of XML, HTML, CSS, and Flash and other design tools for use in creating graphics optimized for the Web.

**Languages:** The consultant must be fully fluent in English and Spanish

**Core and Technical Competencies:**

- **Areas of Expertise:** Graphic design, strategic communication
- **Skills:** Ability to transmit knowledge in visual format and work with multidisciplinary and multicultural team.

**Opportunity Summary:**

- Type of contract and modality: Products and External services Consultant (PEC), Lump Sums
- Length of contract: 18 consultancy days over a period of 6 months
- Starting date: Feb 2023
- Location: Place of residence of Consultant
- Responsible person: Emma Näslund-Hadley, IDB Lead Education Specialist, SCL/EDU  
emman@iadb.org
- Requirements: You must be a citizen of one of the [IDB's 48 member countries](#) and have no family members currently working at the IDB Group.

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