

TERMS OF REFERENCE

Development and Implementation of Toolkit for Skill Certification for Youth in LAC

REGIONAL

RG-T3594

Connecting Youth in Latin America and the Caribbean with 21st Century Skills Learning and Accreditation Opportunities

1. Background and Justification

- 1.1.** Established in 1959, the Inter-American Development Bank (“IDB” or “Bank”) is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.
- 1.2.** Accelerated environmental, demographic, and technological changes in the 21st century are reshaping the social, economic, and political order, and this new configuration requires a rethinking of the way we develop and train individuals. Unlike the past when specific technical skills guaranteed employment in the labor market, their relevance plummeted over the years and the need for foundational skills has been on the rise. Beyond work, matter foundational or transversal skills: they are essential for the development of each individual and are necessary to navigate healthy, productive and happy lives; they are reusable because they are widely transferable from one area of life to another and they are not associated with a specific job, task, sector, discipline or occupation.
- 1.3.** World Economic Forum (WEF) (2015), along the similar lines of work, identified 16 skills that students need to prepare themselves to successfully navigate the 21st century societies. They were a mixture of traditional skills (i.e. literacy and numeracy) as well as transversal skills, which help students tackle complex challenges and adapt to the fast-changing environment. In this study, WEF (2015) reviewed 91 countries, and Korea ranked first not only in literacy and numeracy expected from the international assessments, but also in transversal skills such as critical thinking, problem solving, creativity, and Information and Communication Technology (ICT) literacy, while countries in LAC such as Chile, Brazil, and Colombia remained in the bottom fifth percentile.
- 1.4.** Taking digital skills for example, the government of Korea invested heavily in students’ digital skills over the past few decades. Since 1996, the government has implemented masterplans for ICT education and they were carried out in stages in the order of the infrastructure, teacher training, curriculum and content development to what they called SMART education. Amidst the expansion of ICT education in Korea, the online platforms, such as EDUNET by the Ministry of

Education (MOE) as well as I-Scream by I-Scream Media with a penetration rate of 90% in primary schools in Korea, played a central role in improving the effectiveness of teaching and learning. These education platforms served a specific purpose to expand the access to quality education and level the playing field for students from low income background. Inspired by the experiences in Korea, the current project intends to develop a toolkit that curates learning opportunities and certifies skills relevant in the 21st century.

- 1.5. Colombia for example where the project intends to do its first pilot in the region, began to develop students' digital skills around the same time as Korea did in the late 1990s. The national program 'Computers to Educate' (Computadores para Educar) went through similar stages of the implementation, from the establishment of infrastructure, teacher training, to content development, however Colombia has yet to yield positive results in digital skills of students. According to Program of International Student Assessment (PISA) 2012, 15-year-old students in Colombia performed significantly lower than the OECD average in digital reading and still below compared to students in other LAC countries such as Chile, Costa Rica, Brazil, Mexico, etc.
- 1.6. Coupled with this was a great disparity in performance among Colombian youth based on their socioeconomic status. There was up to 15% score variation in digital reading based on students' socioeconomic status in Colombia (OECD, 2015). Indeed, social mobility has increased in LAC, and the inequality has reduced in the past decades. However, family background is still a single critical factor in LAC that determines the academic and professional success of an individual (Duryea & Robles, 2017). Against this insurmountable inequality, reiterated is the importance of mindset and socioemotional skills. McKinsey (2017) found that in PISA 2015, students from low socioeconomic status with a growth mindset and strong motivation performed better than students from high socioeconomic status and devoid of motivation.
- 1.7. Given this background in the region, this project intends to develop a toolkit, CLIC (Connect without Limits: Invent yourself and get Certified), which offers services such as the assessment and certification of transversal skills and the digital portfolio to showcase certified skills and communicate effectively in the labor market. The contracting firm/organization will assist with the development of the toolkit and piloting it in Colombia and Paraguay.

2. Objectives

- 2.1. The objective of the consultancy is to develop a toolkit CLIC and conduct its pilot in Colombia and Paraguay.

3. Scope of Services

- 3.1. The beneficiaries of this toolkit include youth in LAC. The direct beneficiaries include 400,500 youth from ages 14 to 28 in Colombia and 10,000 youth in Paraguay.

4. Key Activities

4.1. The consulting firm will work in close collaboration with the Team leading the 21st Century Skills Initiative to develop the toolkit CLIC and with the Office of the First Lady to conduct a pilot in Colombia and with the Ministry of Education to pilot in Paraguay, without prejudice to other tasks that are necessary to complete the work:

- (i) Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.
- (ii) Based on the Most Viable Product (MVP) created by the Team, develop a toolkit with the following key services: curation of quality learning contents, certification of transversal skills, and digital portfolio to showcase skills.
- (iii) Collaborate with the Office of the First Lady to conduct a pilot in Sacudete centers in Colombia. Select a few centers based on the sampling strategy to represent all Sacudete centers and pay a regular visit to closely monitor the use of the toolkit and collect feedbacks.
- (iv) Manage the use of CLIC in all Sacudete centers, offer technical support if necessary, and keep the quality controlled by designing and implementing a monitoring system.
- (v) Based on the feedback collected from the users in Sacudete centers, update the toolkit, and take CLIC 2.0 to Paraguay.
- (vi) Collaborate with the Ministry of Education to conduct a pilot in Paraguay. Select a few secondary schools to introduce CLIC to students and collect their feedback. Finalize CLIC for a regional scale-up.

5. Expected Outcome and Deliverables

5.1. The consultancy will deliver the following documents and reports:

- (i) Product 1: Inception report, including work plan
- (ii) Product 2: Report on the development of the toolkit
- (iii) Product 3: Report on the sampling strategy and the selection of key sacudete centers for a close monitoring and collection of feedback
- (iv) Product 4: Report on the monitoring of the intervention, including the findings from the visits to Sacudete centers
- (v) Product 5: Report on the update of the toolkit based on the feedback from the users in Sacudete centers
- (vi) Product 6: Report on the selection of schools in pilot schools in Paraguay and the monitoring of the intervention
- (vii) Product 7: Final report on the implementation of the pilot in Colombia and Paraguay, including the lessons learned and the database of the users in CLIC

6. Project Schedule and Milestones

- (i) Product 1: Workplan of the consultancy, including the dates and responsibilities for the toolkit development and managing the implementation in two weeks after signing the contract
- (ii) Product 2: Relevant report submitted in a month after the development of the toolkit
- (iii) Product 3: Relevant report submitted in a month after the selection of key sacudete centers
- (iv) Product 4: Monitoring report submitted in a month after the site visits
- (v) Product 5: Relevant report submitted in a month after the update of CLIC 2.0
- (vi) Product 6: Monitoring report submitted in a month after the last school visit
- (vii) Product 7: The final report in a month after the completion of the pilot program

7. Reporting Requirements

7.1. 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, notwithstanding the termination of the consultancy.

8. Acceptance Criteria

8.1. The project Team Leader, Mercedes Mateo-Berganza, Lead Education Specialist, SCL/EDU, is responsible for the approval of the products delivered by the firm/organization

9. Other Requirements

9.1. The firm/organization should have a prominent trajectory in the development of education projects. It should promote an education vision that is holistic with a special focus on integration of vulnerable populations. In addition, the firm/organization should have the leverage and international recognition as proven by already existing and previously established partnerships with other international organizations, NGOs, Foundations, etc. The firm/organization should have a team of highly qualified professionals and experts in the field of education, innovation, and project management in developing countries.

10. Supervision and Reporting

10.1. All reports will require an approval by the project Team Leader. It shall be Firm's responsibility for ensuring that all reports are submitted to the Bank.

11. Schedule of Payments

11.1. Payments will be made as the following:

Payment Schedule	
<i>Deliverable</i>	%
1. Product 1	10%
2. Product 2	30%
3. Product 3	10%
4. Product 4	10%
5. Product 5	10%
6. Product 6	10%
7. Product 7	20%
TOTAL	100%

TERMS OF REFERENCE

Dissemination of the Toolkit for Skill Certification for Youth in LAC

REGIONAL

RG-T3594

Connecting Youth in Latin America and the Caribbean with 21st Century Skills Learning and Accreditation Opportunities

1. Background and Justification

- 1.1. Established in 1959, the Inter-American Development Bank (“IDB” or “Bank”) is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.
- 1.2. Accelerated environmental, demographic, and technological changes in the 21st century are reshaping the social, economic, and political order, and this new configuration requires a rethinking of the way we develop and train individuals. Unlike the past when specific technical skills guaranteed employment in the labor market, their relevance plummeted over the years and the need for foundational skills has been on the rise. Beyond work, matter foundational or transversal skills: they are essential for the development of each individual and are necessary to navigate healthy, productive and happy lives; they are reusable because they are widely transferable from one area of life to another and they are not associated with a specific job, task, sector, discipline or occupation.
- 1.3. World Economic Forum (WEF) (2015), along the similar lines of work, identified 16 skills that students need to prepare themselves to successfully navigate the 21st century societies. They were a mixture of traditional skills (i.e. literacy and numeracy) as well as transversal skills, which help students tackle complex challenges and adapt to the fast-changing environment. In this study, WEF (2015) reviewed 91 countries, and Korea ranked first not only in literacy and numeracy expected from the international assessments, but also in transversal skills such as critical thinking, problem solving, creativity, and Information and Communication Technology (ICT) literacy, while countries in LAC such as Chile, Brazil, and Colombia remained in the bottom fifth percentile.
- 1.4. Taking digital skills for example, the government of Korea invested heavily in students’ digital skills over the past few decades. Since 1996, the government has implemented masterplans for ICT education and they were carried out in stages in the order of the infrastructure, teacher training, curriculum and content development to what they called SMART education. Amidst the expansion of ICT education in Korea, the online platforms, such as EDUNET by the Ministry of Education (MOE) as well as I-Scream by I-Scream Media with a penetration rate of 90% in primary

schools in Korea, played a central role in improving the effectiveness of teaching and learning. These education platforms served a specific purpose to expand the access to quality education and level the playing field for students from low income background. Inspired by the experiences in Korea, the current project intends to develop a toolkit that curates learning opportunities and certifies skills relevant in the 21st century.

- 1.5. Colombia for example where the project intends to do its first pilot in the region, began to develop students' digital skills around the same time as Korea did in the late 1990s. The national program 'Computers to Educate' (Computadores para Educar) went through similar stages of the implementation, from the establishment of infrastructure, teacher training, to content development, however Colombia has yet to yield positive results in digital skills of students. According to Program of International Student Assessment (PISA) 2012, 15-year-old students in Colombia performed significantly lower than the OECD average in digital reading and still below compared to students in other LAC countries such as Chile, Costa Rica, Brazil, Mexico, etc.
- 1.6. Coupled with this was a great disparity in performance among Colombian youth based on their socioeconomic status. There was up to 15% score variation in digital reading based on students' socioeconomic status in Colombia (OECD, 2015). Indeed, social mobility has increased in LAC, and the inequality has reduced in the past decades. However, family background is still a single critical factor in LAC that determines the academic and professional success of an individual (Duryea & Robles, 2017). Against this insurmountable inequality, reiterated is the importance of mindset and socioemotional skills. McKinsey (2017) found that in PISA 2015, students from low socioeconomic status with a growth mindset and strong motivation performed better than students from high socioeconomic status and devoid of motivation.
- 1.7. Given this background in the region, this project intends to develop a toolkit, CLIC (Connect without Limits: Invent yourself and get Certified), which offers services such as the assessment and certification of transversal skills and the digital portfolio to showcase certified skills and communicate effectively in the labor market. The contracting firm/organization will assist with the dissemination of the toolkit in the Latin America and the Caribbean.

2. Objectives

- 2.1. The objective of the consultancy is to disseminate a toolkit CLIC in LAC by organizing a launching event and producing a promotional video.

3. Scope of Services

- 3.1. The beneficiaries of this toolkit include youth in LAC. The direct beneficiaries include 400,500 youth from ages 14 to 28 in Colombia and 10,000 youth in Paraguay.

4. **Key Activities**

- 4.1. The consulting firm will work in close collaboration with the Team leading the 21st Century Skills Initiative to disseminate the toolkit CLIC, without prejudice to other tasks that are necessary to complete the work:

Organizing a Launching Event

- (i) Venue and Performers: Based on the information and criteria provided by the Team and the Office of the First Lady in Colombia, search and reserve the venue, invite guests, and develop an agenda of the event.
- (ii) Invitation: Create a list of invitees, send them a formal invitation, confirm their participation, organize their travel logistics, and assist them during their participation of the event.
- (iii) Entrance: Register participants, provide badges for identification, place the designed banners and other visual materials at the entrance of the event. Also. Hand out printed agenda. All materials will present the logo for the 21st Century Skills Initiative.
- (iv) Auditorium: Design and install audio-visual effects (background screen, lights, sound, stage furniture, decoration of the overall ambience, etc.).
- (v) Catering: Offer coffee break and/or a meal at the event.
- (vi) Photography: Hire a photographer to capture the success of the event.
- (vii) Cleaning: Include the cost for cleaning the venue after the event.

Production of promotional videos

- (viii) Based on the Most Viable Product (MVP), summarize the main services of CLIC, design the overall video, and write a script with key messages
- (ix) Based on the key customers of CLIC, recruit an influencer or a high-level figure in Latin America and the Caribbean who can capture the audience and is a good fit to promote the message and the service of CLIC
- (x) Produce the video and update it by incorporating the feedback from the Team.

5. **Expected Outcome and Deliverables**

- 5.1. The consultancy will deliver the following documents and reports:

- (i) Product 1: Inception report, a work plan, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.
- (ii) Product 2: Proposal of the event including the information of the venue, a list of confirmed guests, design of badges, banner, other visual materials, preparation of audio-visual effects, catering, video and photography, etc.
- (iii) Product 3: Report on the hosting of the launching event outlining its overall result including

- the participation, media coverage, etc.
- (iv) Product 4: Report on the production of videos outlining the process
 - (v) Product 5: Delivery of the final video
 - (vi) Product 6: Final report on the dissemination of results

6. **Project Schedule and Milestones**

- (viii) Product 1: Workplan of the consultancy, including the dates and responsibilities for the toolkit development and managing the implementation in two weeks after signing the contract
- (ix) Product 2: Relevant report submitted in two months before the launching event
- (x) Product 3: Relevant report submitted in a month after the launching event
- (xi) Product 4: Relevant report submitted in a month after final design of the video
- (xii) Product 5: Relevant report submitted in a month after the delivery of the final video
- (xiii) Product 6: Final report submitted in one month after the final dissemination of all products

7. **Reporting Requirements**

7.1. 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, notwithstanding the termination of the consultancy.

8. **Acceptance Criteria**

8.1. The project Team Leader, Mercedes Mateo-Berganza, Lead Education Specialist, SCL/EDU, is responsible for the approval of the products delivered by the firm/organization

9. **Supervision and Reporting**

9.1. All reports will require an approval by the project Team Leader. It shall be Firm's responsibility for ensuring that all reports are submitted to the Bank.

10. **Schedule of Payments**

10.1. Payments will be made as the following:

Payment Schedule	
<i>Deliverable</i>	%
1. Product 1	10%
2. Product 2	30%

3. Product 3	10%
4. Product 4	30%
5. Product 5	10%
6. Product 6	10%
TOTAL	100%

TERMS OF REFERENCE

Consultant to Support the Development, Implementation, and Dissemination of the Toolkit

REGIONAL

RG-T3594

Connecting Youth in Latin America and the Caribbean with 21st Century Skills Learning and Accreditation Opportunities

1. Background and Justification

- 1.1. Established in 1959, the Inter-American Development Bank (“IDB” or “Bank”) is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.
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- 1.4. Taking digital skills for example, the government of Korea invested heavily in students’ digital skills over the past few decades. Since 1996, the government has implemented masterplans for ICT education and they were carried out in stages in the order of the infrastructure, teacher training, curriculum and content development to what they called SMART education. Amidst the expansion of ICT education in Korea, the online platforms, such as EDUNET by the Ministry of Education (MOE) as well as I-Scream by I-Scream Media with a penetration rate of 90% in primary

schools in Korea, played a central role in improving the effectiveness of teaching and learning. These education platforms served a specific purpose to expand the access to quality education and level the playing field for students from low income background. Inspired by the experiences in Korea, the current project intends to develop a toolkit that curates learning opportunities and certifies skills relevant in the 21st century.

- 1.5. Colombia for example where the project intends to do its first pilot in the region, began to develop students' digital skills around the same time as Korea did in the late 1990s. The national program 'Computers to Educate' (Computadores para Educar) went through similar stages of the implementation, from the establishment of infrastructure, teacher training, to content development, however Colombia has yet to yield positive results in digital skills of students. According to Program of International Student Assessment (PISA) 2012, 15-year-old students in Colombia performed significantly lower than the OECD average in digital reading and still below compared to students in other LAC countries such as Chile, Costa Rica, Brazil, Mexico, etc.
- 1.6. Coupled with this was a great disparity in performance among Colombian youth based on their socioeconomic status. There was up to 15% score variation in digital reading based on students' socioeconomic status in Colombia (OECD, 2015). Indeed, social mobility has increased in LAC, and the inequality has reduced in the past decades. However, family background is still a single critical factor in LAC that determines the academic and professional success of an individual (Duryea & Robles, 2017). Against this insurmountable inequality, reiterated is the importance of mindset and socioemotional skills. McKinsey (2017) found that in PISA 2015, students from low socioeconomic status with a growth mindset and strong motivation performed better than students from high socioeconomic status and devoid of motivation.
- 1.7. Given this background in the region, this project intends to develop a toolkit, CLIC (Connect without Limits: Invent yourself and get Certified), which offers services such as the assessment and certification of transversal skills and the digital portfolio to showcase certified skills and communicate effectively in the labor market. The contracting consultant will support the development, implementation, and the dissemination of the toolkit in the Latin America and the Caribbean and serve as a liaison between different actors involved in the project.

2. Objectives

- 2.1. The objective of the consultancy is to support the overall execution of the project in terms of developing, piloting, and disseminating the toolkit CLIC in LAC and serve as liaison between different actors involved in the project.

3. Key Activities

3.1 The selected candidate will be in charge of the following activities, without prejudice to other tasks that are necessary to complete the work:

- (i) Along with the Team leading the 21st Century Skills Initiative, identify possible firms/organizations that can develop, implement, and disseminate the toolkit CLIC.
- (ii) Support the selection and contracting of firms/organizations that can develop, implement, and disseminate the toolkit CLIC.
- (iii) Support and monitor the development of toolkit CLIC by serving as a liaison between the Team who are the authors and designers of CLIC and the firm/organization contracted for the development of CLIC
- (iv) Support and monitor the pilot of CLIC in Colombia by serving as a liaison between the firm/organization that developed CLIC and the Office of the First Lady and by accompanying the firm/organization to visit Sacudete centers to monitor the progress and collect feedbacks. Provide the same support to the pilot in Paraguay.
- (v) Support and monitor the dissemination of CLIC by organizing the launching event and assisting in the video production.
- (vi) Provide technical, research, and analytical support to the designated EDU specialist and collaborate on the technical note elaborating on the lesson learned from implementing CLIC, on the certification of transversal skills of youth in Colombia and Paraguay.
- (vii) Support other activities in relation to this project that are not outlined above.

4. Expected Outcome and Deliverables

4.1 The consultancy will deliver the following documents and reports:

- (i) Product 1: Inception report, including work plan
- (ii) Product 2: Report on the identification of the firm for the development and pilot of CLIC
- (iii) Product 3: Report on the selection and contracting of the firm for the development and pilot of CLIC
- (iv) Product 4: Report on the monitoring of the contracted firm on the development of CLIC
- (v) Product 5: Report on the monitoring of the contracted firm on the pilot of CLIC in Colombia and Paraguay
- (i) Product 6: Report on the monitoring of the contracted firm for the launching event and video production
- (ii) Product 7: Final report on the lessons learned from implementing CLIC in Colombia and Paraguay

5. Project Schedule and Milestones

- (i) Product 1: Workplan of the consultancy, including the dates and responsibilities in two weeks after signing the contract
- (ii) Product 2: Relevant report submitted in a month after the identification of the firm to develop

and pilot CLIC

- (iii) Product 3: Relevant report submitted in a month after contracting the firm to develop and pilot CLIC
- (iv) Product 4: Monitoring report submitted in a month after the development of CLIC
- (v) Product 5: Monitoring report submitted in a month after the pilot of CLIC in Colombia and Paraguay
- (vi) Product 6: Monitoring report submitted in a month after the launching event and video production
- (vii) Product 7: Final report submitted in a month after the completion of the pilot

6. Schedule of Payments

6.1 Payments will be made as the following:

Payment Schedule	
<i>Deliverable</i>	%
1. Product 1	10%
2. Product 2	10%
3. Product 3	10%
4. Product 4	20%
5. Product 5	20%
6. Product 6	10%
7. Product 7	20%
TOTAL	100%

7. Qualifications

- (i) Academic Degree/ Level & Years of Professional Work Experience: Minimum requirement a master's degree and a minimum of five years of experience.
- (ii) Languages: English and Spanish.
- (iii) Areas of Expertise: Economics, education, public policy, statistics.
- (iv) Skills: The contractual should have completed master's level coursework in economics and/or public policy, or related field (a master's level coursework in statistics/econometrics is desirable).

8. Characteristics of the Consultancy

- (i) Contract modality. Defined Term Contractual
- (ii) Duration of contract: 24 months
- (iii) Location: Washington D.C.
- (iv) Responsible person: Education Lead Specialist

9. Payment and Conditions

- 9.1. Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

10. Visa and Work Permit

- 10.1. The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded.

11. Consanguinity

- 11.1. Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the Bank as staff members or Complementary Workforce contractuels, will not be eligible to provide services for the Bank.

12. Diversity

- 12.1. The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDs status. We encourage women, Afro-descendants and persons of indigenous origins to apply.